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ABSTRACT

This directory lists and describes educational projects developed, under development, and projected for development by the Teacher Corps throughout the United States. Details given for each project include: (1) name and geographic area; (2) use of ERIC descriptors to describe the major subjects; (3) intended audience: (4) brief description of the project: (5) utilization and effectiveness of results; (6) project implementation; (7) costs; (8) project director, and (9) services available to adopters of the projects. (CJ)

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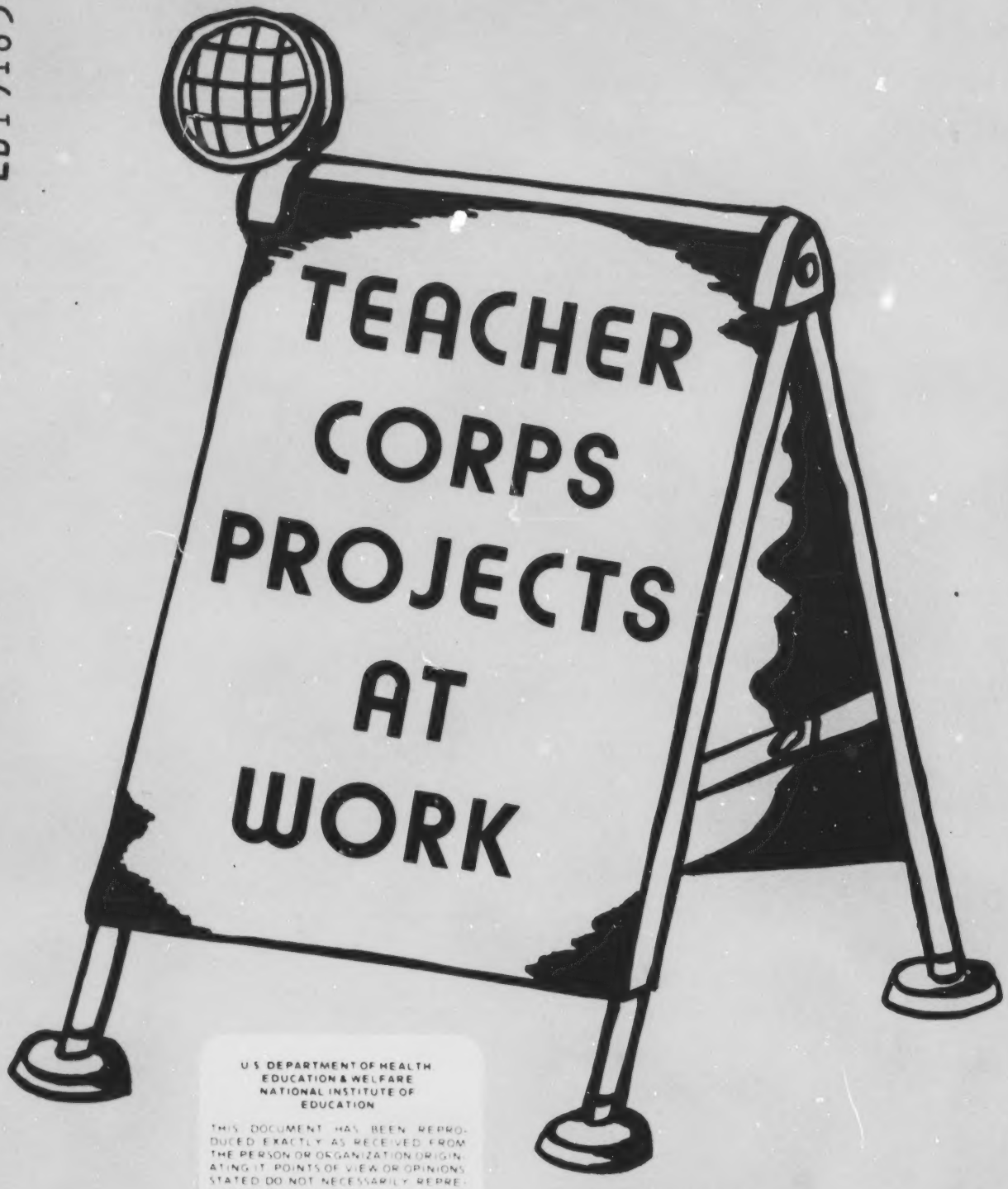

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SP 016 682

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

TEACHER CORPS PROJECTS AT WORK

A Catalog of Innovative Products, Practices, and Processes Developed, Under Development, or Projected for Development by Teacher Corps Projects Throughout the United States

James S. Eckenrod
Suzanne Hering
Kathryn Hughes
Ann Wallgren

Teacher Corps Dissemination Project

DRAFT VERSION
MAY 1980

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TABLE OF CONTENTS

INTRODUCTION vii

DIRECTIONS FOR COMPLETING TEACHER CORPS PROJECTS AT WORK INFORMATION WORKSHEET ix

ALABAMA
Auburn University at Montgomery and Montgomery Public Schools 1-2

University of South Alabama and Mobile County Public Schools 3

ALASKA
University of Alaska (Fairbanks) and Alaska Department of Education (Anchorage) 4-6

ARIZONA
Northern Arizona University (Flagstaff) and Leupp Boarding School (Winslow) and Kaibeto Boarding School (Kaibeto) 7

CALIFORNIA
Dominican College (San Rafael) and Vallejo Unified School District 8

COLORADO
Colorado State University (Fort Collins) and Fort Lupton Public Schools 9-19

CONNECTICUT
University of Connecticut (Storrs) and Windham Public Schools 20

DISTRICT OF COLUMBIA
Howard University and Washington D.C. Public Schools 21-29

FLORIDA
University of North Florida (Jacksonville) and Saint Johns County School District (Saint Augustine) 30-31

University of West Florida (Pensacola) and Okaloosa County Schools 32-35

GEORGIA
Atlanta University, Atlanta Public Schools and University of Georgia College of Education (Athens) 36-57

TABLE OF CONTENTS
(Continued)

HAWAII
University of Hawaii and the Hawaii State Department of Education (Honolulu) 58-61

IDAHO
Idaho State University and Pocatello School District #25 . . 62-63

ILLINOIS
Southern Illinois University at Edwardsville and Cahokia School District #187 64

Roosevelt University and Chicago Public Schools 65-66

IOWA
Drake University and Des Moines Independent Community School District 67-71

KENTUCKY
Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) 72-79

LOUISIANA
Grambling State University and Natchitoches Public School System 80

University of New Orleans and New Orleans Public Schools 81

MICHIGAN
Michigan State University and Lansing School District 82-87

Oakland University (Rochester) and Farmington Public Schools 88-92

MISSISSIPPI
Mississippi Valley State University (Itta Bena) and Humphreys County School District (Belzoni) 93

MISSOURI
Saint Louis University and Saint Louis Public Schools 94-96

NEW JERSEY
Rutgers University Graduate School of Education (New Brunswick) and New Jersey State Department of Education (Trenton) 97

Trenton State College and Trenton Public Schools 98

TABLE OF CONTENTS
(Continued)

NEW YORK
City College of New York and Office of Bilingual Education and Community School District 7 (Bronx) 99

Hofstra University (Hempstead) and Westbury Unified School District 100-103

Fordham University (New York) and Community School District #10 (Bronx) 104-107

OHIO
Ohio State University (Columbus) and South-Western City Schools (Grove City) 108-113

PENNSYLVANIA
Villanova University and Interboro School District (Prospect Park) 114

SOUTH DAKOTA
Black Hills State College (Spearfish) and Little Wound School (Kyle) 115-117

TENNESSEE
Memphis State University and Memphis City School Board of Education 118-124

TEXAS
University of Houston and Houston Independent School District 125

Texas Tech University and Lubbcck Independent School District 126-128

VIRGINIA
Trinity College (Washington, D.C.) and Arlington Public Schools 129-132

WASHINGTON
Western Washington University (Bellingham) and Arlington School District 133-136

Washington State University (Pullman) and Pasco School District 137

WEST VIRGINIA
West Virginia University (Morgantown) and Kanawha County Public Schools (Charleston) 138-145

TABLE OF CONTENTS
(Continued)

WISCONSIN
University of Wisconsin at Oshkosh and Berlin Area
Public Schools 146-149

INTRODUCTION

This catalog has been prepared by the staff of the Teacher Corps Dissemination Project at the Far West Laboratory for Educational Research and Development. The content, however, has been supplied by the projects which responded to our request for information early in 1980.

That request asked projects to complete information worksheets for each major component of their programs, whether or not it was yet clear that a given component would be disseminated to others. We advised projects that we wanted to test this method of disseminating information about project-developed (or adapted) innovations (products, processes, practices, etc.) that:

- have been developed, evaluated, and institutionalized locally,
- are presently under development in the local project site, or
- are presented *projected* in local project planning.

Projects were advised that the catalog would provide information about experimental and proven products and practices, and as well, would serve to alert other Teacher Corps project personnel about innovations that would be available for future adoption or adaptation.

The directions for completing the worksheets follow this introduction and precede the data provided by projects.

DIRECTIONS FOR COMPLETING TEACHER CORPS PROJECTS AT WORK

INFORMATION WORKSHEET

This worksheet has been designed to collect information about Teacher Corps products and practices--from the early development stages on through to institutionalization--for sharing with other projects and educational audiences. The worksheet organizes data about project-developed products and practices so that they are compatible with several dissemination systems:

- The descriptors of the Educational Resources Information Center (ERIC) are utilized
- The format is parallel to that of the National Diffusion Network (NDN) catalog Educational Programs That Work
- The data may be incorporated in computerized data banks such as that provided by ERIC or other text storage and retrieval systems

Make copies of the worksheet to use in making your preliminary drafts. As you complete the worksheet keep in mind the needs of potential adopters for clear, concise information about your product or practice. Think about the features of your program that have interested other people and jot down a list of the important facts about these features. Then expand on the list and prepare a brief narrative description; try out the description on some people who are familiar with your product or practice to see it accurately describes the innovation and its effects; then try it out on some people who are not familiar with the program and find out if it provides them with sufficient information to get a sense of what the program is about and if the information needs any clarifications.

When you are ready to prepare the final version please follow the following directions:

- Use a typewriter with 12 picas to the inch
- Line up the typewriter on the boxed-in portion of the worksheet and type within the boundaries
- Avoid abbreviations and use phrases instead of sentences if you need to conserve space

(1) Project Title: Provide basic information to identify the project.

TRINITY COLLEGE (WASHINGTON, DC) AND ARLINGTON (VA) PUBLIC SCHOOLS TEACHER CORPS PROJECT

NEW YORK UNIVERSITY AND NEW YORK COMMUNITY SCHOOL DISTRICT 13 (BROOKLYN) PROJECT R.O.O.T.S. TEACHER CORPS

MILES COLLEGE (BIRMINGHAM, AL) AND JEFFERSON COUNTY BOARD OF EDUCATION (BIRMINGHAM, AL) TEACHER CORPS PROJECT

(2) Descriptors: Provide at least three descriptors from the Thesaurus of ERIC Descriptors

The first should indicate which of the Teacher Corps basic outcomes or key program features is addressed by your product or practice:

ERIC Descriptors	Teacher Corps Outcomes or Features
Educational Environment Low Income Groups	Improved school climate which fosters learning of children from low-income families
Staff Improvement Inservice Education	Improved educational personnel development systems
Adoption (Ideas) Program Coordination Program Development	Continuation of programs after end of Federal funding (institutionalization)
Diffusion Demonstrations (Educational) Information Dissemination	Adoption or adaptation of innovations by other educational institutions (demonstration and dissemination)
Cross Cultural Studies Cross Cultural Training	Multicultural education
Diagnostic Teaching	Diagnostic/prescriptive teaching
Preservice Education Inservice Education Teacher Education	Integrated pre- and inservice training
Community Education Field Experience Programs	Community-based education
Community	Elected community councils
Governing Boards	Representative policy boards
Decison Making Governance	Collaborative mode of operations and decision-making

Additional indicators should be chosen from the Thesaurus or from the "ERIC Descriptor Index" in Educational Program That Work that describe the nature of the product or practice. If you think that there are more than three descriptors that are appropriate for your innovation add them in a new column on the right as shown below:

DESC 1 EDUCATIONAL ENVIRONMENT
2 CROSS CULTURAL TRAINING
3 INSERVICE EDUCATION
4 INDIANS
5 INDIVIDUALIZED INSTRUCTION

(3) Target Audience or Audiences: Tell whether the program is intended for students, teachers, teacher educators, school administrators, community groups, Teacher Corps projects, etc.

Indicate the intended level of use (elementary school, preservice teacher interns, teacher inservice/staff development programs, etc.)

Indicate if the program concentrates on a given subject matter area (modules in questioning skill for teachers, mastery reading units for Spanish speaking students, etc.)

(4) Description of Innovative Product or Practice: Caption and narrative.

First, prepare a brief caption-type descriptive phrase for the product (try to keep it to one line, if possible, and not more than two):

A HIGHLY STRUCTURED APPROACH TO PRIMARY GRADE MATH INSTRUCTION

A PROGRAM GUIDING PRESERVICE TEACHERS IN THEIR MASTERY OF SPECIFIED SETS OF TEACHING SKILLS SEQUENCED TO FORM A DEVELOPMENTAL PATTERN

Then, skip a line and provide a brief narrative of the product or practice in the space provided (if possible); you may add up to two lines of type at the bottom of the worksheet but do not exceed 80 characters (including spaces between words) for each line (there are 80 spaces provided in each of the boxed-in lines of the worksheet).

See Educational Programs That Work for examples of program descriptions.

(5) Evidence of Effectiveness: Information about assurances or claims that the product or practice does what it is supposed to do.

Begin this with information about the developmental stage of the product or practice, evaluation or product assessment process completed:

PRESENTLY BEING IMPLEMENTED IN FOUR INNER CITY SCHOOLS

PLAINS TEACHER CORPS NETWORK ENDORSEMENT, AUG 79

APPROVED BY JDRP 5/8/79

Then, provide additional information about the effectiveness of the product:

STUDENT SUSPENSIONS IN THE PROJECT SCHOOLS DECREASED 34 PERCENT AND PROGRAM WAS EXPANDED TO ALL 8 HIGH SCHOOLS IN THE DISTRICT

PROGRAM PRODUCED LARGE GAINS COMPARED WITH A CONTROL GROUP OF ELEMENTARY STUDENT TEACHERS IN KNOWLEDGE OF TEACHING SKILLS, AND VERBAL INTERACTION WITH CHILDREN

(6) Implementation Requirements: Describe what an adopter will have to do to implement the product or practice.

Include information on staffing required, training needed, facilities required, and so forth. If different adoption patterns are possible describe the range of situations. Indicate the "unit" of adoption:

THE PROGRAM CAN BE ADOPTED BY AN ENTIRE SCHOOL DISTRICT OR BY ONE SCHOOL. TEACHER PARTICIPATION SHOULD BE ON A VOLUNTARY BASIS. A FACILITATOR IS NEEDED TO TRAIN EXISTING SCHOOL PERSONNEL, SPECIALISTS FROM DISTRICT, ETC., AND PARENTS

(7) Cost of Adoption: List all of the major program costs.

If your project uses many handbooks, indicate the number of handbooks and the range of costs rather than trying to squeeze in mention of every title.

If you group materials for sale, indicate major groupings with approximate costs, indicating if unit orders are also filled.

If your project uses commercially available materials, use a phrase such as, "A wide variety of commercially available materials already found in most classrooms is used."

For staffing and equipment, give a general idea of what is required; indicate the number of students covered and whether it's a start-up or continuing cost.

The focus here is to provide the reader with an idea of the type of costs involved.

If you feel comfortable with listing a per-pupil cost, do so; but indicate the number of students covered and whether it's a start-up or continuing cost.

(8) Services Available to Adopter: Describe how you can help an adopter.

First, indicate if you are funded to provide technical assistance to adopters (NDN-funded Developer/Demonstrator project; BEH Outreach Project, etc.) or may be able to provide assistance within specific limits (Training may be provided for Teacher Corps Projects in Midsouth Network, etc.).

Then, provide information on materials, training, implementation services, demonstration sites, and awareness sessions that you may offer. Indicate what cost arrangements are involved for particular services:

A THREE DAY TRAINING WORKSHOP AT ADOPTER SITE MAY BE NEGOTIATED

(9) Contact Persons: List the name, title, agency or district, and phone number (with area code) of the individual(s) to be contacted for information about adoption of product.

REFERENCES

National Institute of Education. Thesaurus of ERIC Descriptors (Seventh Edition). New York: Macmillan Information, 1977.

U.S. Office of Education. Educational Programs That Work (Sixth Edition). San Francisco: Far West Laboratory for Educational Research and Development, Fall 1979.

TEACHER CORPS PROJECTS AT WORK — INFORMATION WORKSHEET Page 1 of 2

(1) Project Title	PROJ
(2) Descriptors (at least three)	DESC 1
	2
	3
(3) Target Audience or Audiences	AUDS
(4) Description of Innovative Product or Practice	INOV

(5) Evidence of Effectiveness	EFFT
(6) Implementation Requirements	IMPL
(7) Cost of Adoption	COST
(8) Services Available to Adopters	SERV
(9) Contact Persons	CALL

PROJ Auburn University at Montgomery and Montgomery (AL) Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Community Education

AUDS Classroom teachers, Teacher Corps project community councils, community members.

INOV Inschool suspension and community tutoring.

Developing a process to get volunteer community members to work with suspended or drop-out students

EFFT Presently being developed.

IMPL The program can be adopted by an entire school district or by one school. Community volunteers, teacher participation, and a school-community facilitator are needed.

COST Not yet determined.

SERV Consultation and training.

CALL Robert A. Wieseman
Director, Teacher Corps
Auburn University at Montgomery
School of Education
Montgomery, Alabama 36117
(205) 279-9110 Ext. 416

PROJ Auburn University at Montgomery and Montgomery (AL) Public Schools Teacher Corps Project

DESC 1. Staff Improvement
2. Program Development
3. Cross-cultural Studies

AUDS Classroom teachers and teacher educators; Teacher Corps project intern and teacher graduate education programs.

INOV Multicultural master's degree.

A masters degree in education at either the elementary, middle or secondary level of certification with a concentration in multicultural education with field-based components.

EFFT Presently being developed -- will be implemented beginning of the 1980-81 school year.

IMPL The multicultural concentration will need to be structured within the existing teacher education certification program.

COST Not available at this time.

SERV Consultation available.

CALL Robert A. Wieseman
Director, Teacher Corps
Auburn University at Montgomery
School of Education
Montgomery, Alabama 36117
(205) 279-9110 Ext. 416

PROJ University of South Alabama and Mobile (AL) County Public Schools Teacher Corps Project

DESC 1. Project Management
2. Management by Objectives
3. Microcomputing and Management

AUDS Federal/state/local program staff personnel

INOV Using microcomputer to sort and display staff activities by program objective.

The program also lists hours dedicated and others involved. It is designed to help time-bound (temporary system) programs efficiently manage human resources as they relate to the program objectives.

EFFT Being pilot-tested with the USA Project, 1980.

IMPL Could be directly adopted, since the program parameters are flexible enough to accommodate most requirements.

COST Program (software): $120.00; Microcomputer: $2,900 - $3,600.

SERV Complete documentation is included but further help can be negotiated.

CALL Thomas W. Hewitt
Director, Teacher Corps
University of South Alabama
College of Education
ILB-426
Mobile, Alabama 36688
(205) 460-6315
or
David K. Mosow

PROJ University of Alaska (Fairbanks) and Alaska Department of Education (Anchorage) Teacher Corps Project

DESC 1. Cross-cultural Studies
2. Preservice Education
3. Field Experience Programs

AUDS Alaska native students living in rural Alaskan villages who are working toward a B.Ed. degree and either elementary or secondary state teacher certification.

INOV Cross-cultural Education Department Program (X-CED): A five-year integrated, field-delivered B.Ed. degree.

This degree program consists of a five-year sequence of integrated courses of study forming a six-credit core for each semester and laying the conceptual foundation for the degree, accompanied by six credits of other university required or elective courses. In some cases, the integrated course of study carries over both semesters in a year. The sequence of conceptual themes for this core course of study is as follows: Concept of Culture, Culture and Learning, Minority Groups and World History, The Pluralistic American Society, Alaska Native History and Culture, Current Alaskan Economic and Political Issues, Sociocultural Context of Classrooms, Sociocultural Organization of Classrooms, Cross-cultural Teaching Methods, and Student Teaching. There are accompanying field experiences and classroom practicums throughout.

EFFT The program has been offered in several different forms for the past six years; it is currently being revised in described format. There have been about 70 graduates of the program, many currently teaching in rural Alaska. Under a new structure, student attrition rates are down.

IMPL This program was designed for the unique conditions of field delivery to rural Alaska but could be adopted by other field-based or campus programs if the staff involved have a variety of areas of expertise in education, social science and humanities, and if the complex issues relating culture to education are understood.

COST Costs for delivery to rural Alaska are not translatable to other situations. Currently have a staff of 12. Use available published texts, xeroxed articles, specially developed audiotapes, and specially developed course outlines.

SERV X-CED is not funded to provide technical assistance. Course outlines can be made available for cost of production. Staff assistance on site may be provided if convenient and if cost is paid by other sources.

CALL Pat Dubbs
Statewide Academic Coordinator,
X-CED Program
University of Alaska
School of Education
Fairbanks, Alaska 99701
(907) 479-7694

PROJ University of Alaska (Fairbanks) and Alaska Department of Education (Anchorage) Teacher Corps Project

DESC 1. Cross-cultural Training
2. Preservice Education
3. Field Experience Programs

AUDS Alaska native students living in rural Alaskan villages who are working toward a B.Ed. degree and either elementary or secondary state teacher certification.

INOV Cross-cultural Education Department Program (X-CED): A dispersed, rural delivery sytstem for an integrated five-year B.Ed. degree.

This system was developed for the unique conditions of rural Alaska in order to afford students living in small, isolated villages (population: 50-3,000) the opportunity of acquiring a B.Ed. degree and teacher certification. There are currently seven field centers supported by a central staff at the university campus in Fairbanks. Each field center is operated by a resident faculty member who administers the program for resident students in five to six villages surrounding the field center. In addition to regional tutorial, administrative, and political responsibilities, each field faculty members has statewide instructional responsibilities. Course development and program planning are carried out by the whole staff during the summer months. Courses are delivered by a combination of written correspondence, audiotapes, and face-to-face contacts.

EFFT The program has been in existence in several different forms for the past ten years, and it is constantly being adapted to changing circumstances. There have been about 70 graduates of the program, many currently teaching in rural Alaska.

IMPL This delivery system was designed for the unique conditions of students in rural Alaska but could be adopted by other field-based programs (possibly on-campus programs too) if the staff have a variety of expertise and are willing to develop courses in cooperation with others.

COST Costs for delivery to rural Alaska are not translatable to other situations. Currently have a staff of 12. Costs are high in travel and communications but low in capital improvements.

SERV X-CED is not funded to provide technical assistance. Staff assistance on site may be provided if convenient and if cost paid by other sources.

CALL Pat Dubbs
Statewide Academic Coordinator
X-CED Program
University of Alaska
School of Education
Fairbanks, Alaska 99701
(907) 479-7694

PROJ University of Alaska (Fairbanks) and Alaska Department of Education (Anchorage) Teacher Corps Project

DESC 1. Governance
2. Cross-cultural Training
3. Preservice Education

AUDS Alaska native students living in rural Alaskan villages who are working toward a B.Ed. degree and either elementary or secondary state teacher certification.

INOV Cross-cultural Education Department Program (X-CED): A complex decentralized decision-making structure to govern field delivery of an integrated, five-year B.Ed. degree.

This structure was developed for the unique conditions of rural Alaska in order to insure continued community input and control of the delivery of the degree program. Each of the seven regions where the program currently operates is governed by an elected regional panel composed of local or regional school board members, other community members, X-CED students, and other educational agency personnel. These panels are responsible for selecting students and monitoring their progress, selecting and annually approving field faculty and general program operation. The entire program is governed by a statewide consortium board composed of regional panel representatives; this body hires and fires the program director who works out of Fairbanks and is responsible for overall program operation.

EFFT This governance structure has made it possible for X-CED to survive political and economic vicissitudes over the past ten years and is responsible for the eminent institutionalization and economic support of the program by the University of Alaska.

IMPL This governance structure was designed for the unique conditions of delivering a statewide program in diverse regions of rural Alaska but could be adopted by other field-based programs if there is a commitment to community control of decision-making in a cross-cultural context.

COST Costs for delivery to rural Alaska are not translatable to other situations. Costs are high in travel and communications but low in capital improvements.

SERV X-CED is not funded to provide technical assistance. Staff assistance on site may be provided if convenient and if cost is paid by other sources.

CALL Pat Dubbs
Statewide Academic Coordinator,
X-CED Program
University of Alaska
School of Education
Fairbanks, Alaska 99701
(907) 479-7694

PROJ Northern Arizona University (Flagstaff) and Leupp Boarding School (Winslow) and Kaibeto Boarding School (Kaibeto) Teacher Corps Project

DESC
1. Program Development
2. Field Experience Programs
3. Cross-cultural Studies
4. Cross-cultural Training

AUDS Students, teachers, community, and Teacher Corps projects.

INOV 1) A Management Information System; 2) A Management and Documentation System; 3) A Model for the Analysis of Inservice Teacher Education; 4) Preservice Education for Dine Teacher Corps Interns: Navajo Language and Culture; 5) Dine Teacher Corps Observation and Evaluation Instrument; 6) Early Navajo History; 7) Dine Teacher Corps Slide/Tape Presentation; and 8) Cultural Competencies: A Model for Awareness.

EFFT Items 1 and 2 were submitted to the Department of H.E.W., National Institute of Education and Education Resources Information Center (ERIC). Correspondence was received on July 11, 1989, from ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, New Mexico, requesting abstracts and announcement of the two documents to publish in Resources in Education. Items 3-8 are under development.

COST Costs will pertain to staffing, training and facilities. At this time, approximate costs are not certain.

SERV Training workshop(s) at adopter site may be negotiated

CALL
Roger Wilson
Director, Teacher Corps
Northern Arizona University
College of Education
P.O. Box 6002
Flagstaff, Arizona 86011
(602) 523-2009 or 2540

PROJ Dominican College (San Rafael) and Vallejo (CA) Unified School District Teacher Corps Project

DESC
1. Educational Environment
2. Staff Improvement
3. Adoption (Ideas)
4. Diffusion
5. Decision Making
6. Community

AUDS Elementary and secondary inservice teachers, school administrators, Teacher Corps project interns, and community groups.

INOV A five-year program to improve school climate, establish a staff development system, promote community involvement, institutionalize innovations, and disseminate useful practices.

EFFT The Teacher Corps program is presently being planned for the staffs of an elementary school, a junior high, and a senior high in Vallejo and will be implemented during 1980-1984.

IMPL The program can be adopted by a feeder school system consisting of an elementary school, a junior high, and a senior high. A collaborative partnership is needed between an institution of higher education and a feeder school system, with at least one paid full time staff member from each. Community support is also needed in the form of an ongoing volunteer committee and a half-time paid staff member.

COST Unknown at this time.

SERV Expense reimbursement will enable project personnel to provide assistance to those interested in useful project processes, practices and products.

CALL Judy Guilkey
Director, Teacher Corps
Vallejo City Unified School District
321 Wallace Avenue
Vallejo, California 94590
(707) 644-4081

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Staff Improvement.
2. Inservice Education.
3. Teacher Education.

AUDS School staff and teacher educators.

INOV Orientation and training program for teachers new to the district.

EFFT To be developed in spring and summer of 1980; implemented and evaluated in fall, 1980.

IMPL Staff time and energy. Administrative commitment.

COST Staff time and energy. Materials and media development.

SERV Written and/or media documentation of program development, content, implementation and evaluation.

CALL John Rocha
Fort Lupton Public Schools
301 Reynolds Street
Fort Lupton, Colorado 80621
(303)857-2711

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Community
2. Staff Improvement
3. Community Education

AUDS Community residents, school staff, teacher educators, and child development faculty.

INOV Parenting programs in support of the schools.

Various parenting programs are available to assist parents in supporting what goes on in schools.

EFFT Programs to be developed and implemented in 1980-81.

IMPL Coordination, preferably by someone trained in early childhood education.

COST Time and effort. Duplication of materials.

SERV Written and/or media documentation of programs development, content, and implementation.

CALL Michele Turbert
Colorado State University/
Fort Lupton Teacher Corps
200 IS Building
Colorado State University
Fort Collins, Colorado 80523
(303)491-6093

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Preservice Training
2. Cross-cultural Training
3. Low Income Groups

AUDS Teacher Educators and school staff.

INOV Cultural immersion field experiences for prospective teachers.

One-week teaching experiences are provided in rural and urban areas prior to student teaching. Although there is a surplus of teachers nationally, there continues to be a shortage of qualified applicants in less advantaged areas.

EFFT Evaluation studies have been completed.

IMPL Coordination through the IHE teacher education program.

COST Time and effort. Transportation and supervision expenses. Students are boarded with local families.

SERV Written and media documentation of program development, content, and implementation.

CALL Lonnie Wood
Colorado State University
Department of Education
Fort Collins, Colorado 80523
(303) 491-5425

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Community Education
2. Community
3. Program Coordination

AUDS School staff, community representatives, and community educators.

INOV Community school.

A program intended to better meet the ongoing educational needs of an entire community, utilizing school facilities beyond grades K-12.

EFFT Attendance at self-supporting classes offered on site. Financial support from the school district and the community to be developed.

IMPL Task force of community residents, school staff and students, along with a community educator as coordinator/facilitator.

COST Time and effort for developing, conducting, and evaluating a community survey.

SERV Written and/or media documentation of program development, content, and implementation.

CALL Sharon Mitchell
Fort Lupton Public Schools
301 Reynolds Street
Fort Lupton, Colorado 80621
(303) 857-2711
-or-
Constance Schroeder

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Diagnostic Teaching
2. Educational Environment
3. Low Income Groups

AUDS School staff and teacher educators.

INOV Peer tutoring and counseling program.

EFFT Documentation of effectiveness in Fort Lupton schools.

IMPL Task force of teachers, students and administrators. Orientation Demonstration by proponents on sites. Administrative support.

COST Time. Development of management plan.

SERV Documentation of the program in Fort Lupton Schools via written materials and/or slide-tape presentations.

CALL Marcos Puente
Colorado State University/
Fort Lupton Teacher Corps
200 IS Building
Colorado State University
Fort Collins, Colorado 80523
(303) 491-6093

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Preservice Education
2. Inservice Education
3. Staff Improvement

AUDS Paraprofessionals, school staff and community residents.

INOV Orientation and training program for paraprofessionals.

EFFT To be developed in spring, 1980; implemented and evaluated in fall, 1980.

IMPL Administrative commitment.
Staff time and effort to assess local needs and develop a program.

COST Staff time and effort. Materials development.

SERV Written materials and/or a media presentation of program development, content, implementation and evaluation.

CALL John Rocha
Fort Lupton Public Schools
301 Reynolds Street
Fort Lupton, Colorado 80621
(303) 857-2711

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Information Dissemination
2. Demonstrations (Educational)
3. Diffusion

AUDS Small/rural school staff and community representatives. Teacher educators for small/rural schools.

INOV Journal focusing on the needs of the small/rural staff member.

EFFT To be published quarterly, in consortium with other IHE's in the Rocky Mountain area, beginning in the spring of 1980. Effectiveness will be determined by subscription support.

IMPL Experience with developing and publishing publications and with building readership.

COST Commitment of 1-2 years support by the respective institution(s) until the publication is self-supporting.

SERV Sample materials. Written description and documentation of the start up process.

CALL Richard Fisher
Colorado State University
Department of Education
Fort Collins, Colorado 80523
(303) 491-5207

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Community Education
2. Field Experience Programs
3. Program Development

AUDS School staff and environmental educators.

INOV Development and utilization of a school-community nature center.

EFFT To be developed in the spring and summer, 1980.

IMPL Task force of school staff, students, community residents and university representatives. Land owned by the schools or donated. Time and effort by various individuals.

COST Most if not all costs for land and materials can be covered through donations.

SERV Documentation of results in Fort Lupton is available through written materials and/or slide-tape presentations.

CALL Sharon Johnson
Colorado State University
Department of Education
Fort Collins, Colorado 80523
(303) 857-2317
-or-
Howard Bruner
(303) 491-6812

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Community Education
2. Community
3. Educational Environment

AUDS School staff, community representatives, and community educators.

INOV An instrument and activities for measuring and improving a community's climate in support of its schools.

EFFT To be developed during the spring and summer of 1980.

IMPL Staff time and effort. Community volunteers and/or liaison staff.

COST Staff time and effort. Costs of printing the instruments.

SERV Written and/or slide-tape documentation of the instrument and the procedures required.

CALL Sharon Johnson
Colorado State University
Department of Education
Fort Collins, Colorado 80523
(303) 857-2317

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Community Education
2. Field Experience Programs
3. Community

AUDS School staff and community representatives.

INOV Development of readings based upon local folklore.

EFFT Documentation of effectiveness in Fort Lupton Schools.

IMPL Gathering local folklore and adapting materials for readers.

COST Staff time and printing expenses.

SERV Sample materials. Directions for development and adoption. Possible slide-tape documentation.

CALL Delmar Archuletta or Louise Delgado
Colorado State University/
Fort Lupton Teacher Corps
200 IS Building
Colorado State University
Fort Collins, Colorado 80523
(303) 491-6093

PROJ Colorado State University (Fort Collins) and Fort Lupton Public Schools Teacher Corps Project

DESC 1. Cross-cultural Studies
2. Cross-cultural Training
3. Low Income Groups

AUDS School staff and teacher educators.

INOV Teacher competencies for education that is multicultural.

EFFT Useful at CSU for initiating discussion about a multicultural curriculum for prospective teachers.

IMPL Opportunity for teacher education faculty to collectively analyze existing program(s) in light of these competencies.

COST Time, space, and commitment of administration and faculty.

SERV List of competencies and written documentation of proceedings at CSU.

CALL Bernice Bass de Martinez
Colorado State University
Department of Education
Fort Collins, Colorado 80523
(303) 491-6093

PROJ University of Connecticut (Storrs) and Windham Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Educational Environment
3. Staff Improvement

AUDS School administrators, classroom teachers, teacher educators; elementary and secondary schools.

INOV Teacher Corps Consultant program.

The Teacher Corps Consultant program is being developed to: 1) provide schools with the expertise of teacher education and 2) create opportunities for IHE faculty to spend time in the elementary and secondary schools.

EFFT Currently being implemented.

IMPL Implementation will require shift in the reward structure for IHE faculty for service-oriented activities.

COST About $100.00 per day for consultant's fee.

CALL Arthur D. Roberts
Director, Teacher Corps
University of Connecticut
School of Education
Box U-7
Storrs, Connecticut 06268
(203) 486-4877

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Staff Improvement

AUDS Teacher inservice/staff development programs; K-12 teacher educators

INOV Peer support program developed by educational personnel, K-12.

Educational personnel in a feeder system of schools, K-12, develop the attitudes and skills which enable them to be more supportive of each other in providing a positive educational program and environment for youngsters.

EFFT Pilot-testing during 1979-80 and 1980-81 in Teacher Corps project schools in Washington D.C.; program developed by university facilitators, project personnel and educational personnel in the schools.

IMPL Willingness to collaborate by faculty in the schools.

COST Resources for planning time.

SERV A description of the process and training.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Teacher Education
2. Preservice Education
3. Inservice Education

AUDS Teacher educators, preservice teacher intern trainers, inservice educators, and teacher corps projects.

INOV Inservice and preservice teacher education: a continuum.

The preservice intern teacher receives teacher training through participation in inservice activities, preceded and followed by team readiness activities and processing of learnings in the intern team with an experienced teacher team leader. Cooperating teachers are encouraged to participate with interns in the readiness training sessions and to assist interns in their efforts to apply new learnings to the practicum of the classroom. A focus on reading achievement for students is supported by reading instruction at the university and in the reading resource room. The team leader has a major function of demonstrating reading instruction skills for interns and regular teachers.

EFFT Pilot-testing during 1979-80 and 1980-81 in the Teacher Corps project schools in Washington D.C. Developed by a team leader, cooperating teachers, and other project personnel.

IMPL Cooperation of inservice participants; team leader needed to demonstrate skills and train interns and regular teachers.

COST Time.

SERV Description of the process; consultation is negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Teacher Education
2. Inservice Education
3. Staff Improvement

AUDS Vision programs, K-12; special educators; teacher inservice and staff development programs; regular teachers receiving mainstreamed, handicapped children.

INOV Expanding facilities for teaching visually impaired students in the environment of regular education.

Secondary schools and teachers are prepared to accommodate and teach students of secondary school age who are visually impaired and have been in the elementary school environment. Mainstreaming is the goal where readiness is apparent.

EFFT Pilot-testing during 1979-80 in Washington D.C. Teacher Corps project public schools. Developed by special educators in the vision program of the Teacher Corps project school (elementary), university facilitors, and Teacher Corps personnel.

IMPL Teacher trainers with expertise in the area of special education for the visually impaired. Space in the school for special equipment for visually impaired students.

COST Materials to meet the reading needs for the visually impaired students. Training costs.

SERV Description of training processes. Descriptors of needed equipment. Consultant help negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Teacher Corps Project

DESC 1. Program Coordination
2. Inservice Teacher Education
3. Decision Making

AUDS Inservice curriculum planners, teacher educators, external programs in schools, and teacher corps projects.

INOV Collaboration between temporary program and school system staff development personnel to develop and implement individualized inservice training modules.

Inservice training modules were developed and implemented jointly by public school, regional and Teacher Corps personnel. Pilot-testing with intensive classroom/school followup is provided in the Teacher Corps schools for personalizing and validating the processes and products.

EFFT Pilot testing during 1979-80 and 1980-81 in the Washington D.C. Region 4 Public Schools and Teacher Corps project schools. Developed by D.C. Public Schools Region 4 Assistant for Instruction and Teacher Corps personnel.

IMPL Criteria for inservice courses. Authority to implement design in the schools. Collaboration and trust between project personnel and public school personnel.

COST Instructors for courses. Duplication of modules and resources.

SERV Modules for inservice. Description of the process. Consultation negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Teacher Education
2. Inservice Education
3. Staff Improvement

AUDS Mathematics educators, K-12; inservice/staff development programmers; and all content teachers.

INOV Mathematics in the content areas, K-12; a competency-based curriculum approach.

Activities for assisting teachers in the content areas in the integrative use of basic mathematics skills in the curriculum of the other disciplines.

EFFT Pilot-testing during 1979-80 in Teacher Corps project schools in Washington D.C. Developed by mathematics teacher educators, classroom teachers, and Teacher Corps personnel.

IMPL Activities can be implemented by teachers, K-12, with basic mathematics background and curriculum development skills. Time for workshop and seminar training.

COST Trainers and time.

SERV Description of program; consultation negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Decision Making
3. Educational Environment

AUDS Teacher Corps Projects, school planners, teacher educators, and inservice/staff development programmers, K-12.

INOV Self-diagnosis and prescription: K-12 faculty planning for inservice.

School Needs Assessment and Planning (NAP) teams, in a feeder system of schools, plan their own individual and collaborative inservice training programs for faculties, based on the skills that educational personnel need in order to implement an already identified school plan and school system mission of competency-based curriculum.

EFFT Implementation and continuation of the planning was funded to take place, 1979-80. Developed by Teacher Corps personnel, a university facilitator in each site school, community persons, and faculty members selected by teachers.

IMPL Teacher education facilitators and a willingness to collaborate by K-12 faculties.

COST Planning, time, and space.

SERV A description of the process; consultation is negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Diagnostic Teaching
2. Inservice Education
3. Staff Improvement

AUDS Reading teacher educators, teacher inservice programmers, reading resource teachers, discipline (content) teachers, K-12.

INOV K-12 reading resource teachers and laboratories: A supplement to the regular classroom.

Reading resource teachers are trained to assist the regular classroom teacher in identifying and improving the reading skills of students with below-grade-level achievement. A reading resource labratory with diagnostic materials is utilized by preservice intern teachers, regular classroom teachers and resource teachers with diagnostic reading materials and a personalized approach to reading in the content areas.

EFFT Pilot-testing in the Teacher Corps project schools in Washington D.C. during 1979-80. Developed by team leader with reading expertise, reading resource teachers, university facilitators, and Teacher Corps personnel.

IMPL Space for the reading resource room. A reading resource teacher. Reading teacher educator. Options to schedule students out of the regular classroom.

COST Diagnostic reading materials.

SERV Program description; consultant assistance negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Teacher Education
2. Decision Making
3. Preservice Education

AUDS Teacher inservice developers, curriculum planners, administrators, and school faculties.

INOV Teacher resource rooms on-site in the schools, for professional development activities.

Faculty members worked together with a curriculum coordinator and preservice intern teachers to develop resource rooms for faculty members, based on identified needs of faculty. Self-instructional materials are utilized in the space and seminars and workshops are offered.

EFFT Pilot-tested in the Teacher Corps project schools in Washington, D.C. Developed by faculty planning teams and Teacher Corps personnel.

IMPL Extra room for materials and study. Planning time. Resource materials.

COST Professional development materials.

SERV Program description of the process. Consulting help can be negotiated.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ Howard University and Washington D.C. Public Schools Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Decision Making

AUDS Administrator educators, school administrators, and inservice/ staff development program developers.

INOV School administrators professional development program: in support of faculty inservice programs K-12.

Administrative teams in a feeder system of schools (K-12) received training to increase competence in support of inservice training of their faculties. The program was based on the needs of teachers and administrators to implement a school plan for developing student competencies. Administrative teams identified priority needs and helped develop an action plan for acquiring leadership skills for effective administration of a competency-based curriculum in the public schools.

EFFT Pilot-tested during 1979-80 and 1980-81 in Teacher Corps project schools in Washington, D.C. Developed by school administrators K-12, a university facilitator, and Teacher Corp personnel.

IMPL Planning time for collaborative planning by administrative teams. Time for attending workshops and seminars. Funds for consultants and readings.

COST Readings and consultants.

SERV Program description. Consultant help is negotiable.

CALL Bessie C. Howard
Director, Teacher Corps
Howard University
Hayes Administrative Building
5th and K Streets, N.E.
Washington, D.C. 20002
(202) 724-4931, 4932, 4933
or (202) 636-7887

PROJ University of North Florida (Jacksonville) and Saint Johns County School District (Saint Augustine) Teacher Corps Project

DESC 1. Staff Improvement
2. Program Development
3. Inservice Education

AUDS Administrators and teachers of elementary and secondary schools.

INOV A process for identification of staff development and curriculum needs. This open-ended, site-specific approach to needs assessment is used by local administrators and teachers to identify curriculum and staff development needs, analyze and prioritize these needs, implement programs to meet the identified needs, and evaluate the results. The five-step process is on-going and continuous from year to year. This needs assessment approach does not require the use of outside consultants or packaged instruments after administrators are trained in this needs assessment process.

EFFT Presently being implemented in two schools, 1979-80. Over one half of each faculty voluntarily participates in curriculum and staff development. One of the major fringe benefits is the fact that the faculty and staff felt a sense of ownership and commitment in meeting identified needs. The district is so impressed with the results that the superintendent plans district-wide adoption.

IMPL The program can be adopted by an entire district or by one school. A facilitator is needed to train school administrators and teachers.

COST The facilitator with knowledge in the needs assessment approach is the only cost involved in implementation.

SERV A one-day workshop and an on-site demonstration of the process may be negotiated with the Hastings/University of North Florida Teacher Corps Project.

CALL Elmer R. Tossie -or- David Mosrie
Director, Teacher Corps
P. O. Box 487
Hastings, Florida 32045
(904) 692-1134

Teacher Corps
University of North Florida
P.O. Box 17074
Pottsburg Station
Jackonville, Florida 32216
(904) 646-2940

PROJ University of North Florida (Jacksonville) and Saint Johns County School District (Saint Augustine) Teacher Corps Project

DESC
1. Teacher Education
2. Field Experience Programs
3. Preservice Education

AUDS Teacher educators and administrators of schools and colleges of education at institutions of higher education.

INOV A teacher education program that integrates a site-specific inservice and graduate program.

Based upon needs assessment results for a particular school, an inservice/graduate program is being developed. The program is nontraditional in two respects: 1) content--course selection and content focus upon identified needs of the school site; 2) delivery--a clinical model is used as much as possible to deliver courses in which professors use modeling, team-teaching and coteaching with classroom teachers in delivering course content.

EFFT Presently being implemented by the University of North Florida in two rural schools in St. Johns County, Florida. Based upon ethnographic data collected on teachers, professors and interns, course work is impacting actual classroom practice. Participation in courses is high.

IMPL The program can be implemented by any institution of higher education that is committed to meeting the needs of educational practitioners. Administrators of these institutions need to show this commitment by altering faculty reward systems to encourage faculty participation in this action research. Colleges of education benefit through increased graduate enrollment and demonstrated commitment to problems of practitioners.

COST Negotiable.

SERV Through consultation, the administrative structure of an institution can be examined and analyzed. Facilitators may also be needed to assist graduate professors in implementing the clinical model of course delivery. Consultation and facilitation may occur at adopter site.

Andrew Robinson -or- Elmer Tossie -or- David Mosrie
Dean, College of Education Director, Teacher Corps Teacher Corps
University of North Florida P.O. Box 487 University of
P.O. Box 17074 Hastings, Florida 32045 North Florida
Pottsburg Station (904) 692-1134 P.O. Box 17074
Jacksonville, Florida 32216 (904) 692-1134 Pottsburg Station
(904) 646-2520 Jacksonville, Fl 32216
(904)646-2940

PROJ University of West Florida (Pensacola) and Okaloosa County Schools Teacher Corps Project

DESC 1. Community Education
2. Program Coordination
3. Educational Environment

AUDS Designers of preschool readiness programs, community-based education planners, and Teacher Corps projects.

INOV An expanding series of concurrent activities designed to improve the home learning environment for preschoolers and increase school/home collaboration for learning improvement.

Preschool Readiness Activities for three-and-four-year-olds and Parenting Skills Workshops are designed and conducted concurrently in the project site school. Sessions currently offered are one daytime hour weekly and one two hour-evening monthly. All sessions are designed and conducted by the Teacher Corps staff, utilizing human and material resources of the IHE, LEA and community service agencies.

EFFT Participant evaluations are highly positive. Attendance is increasing with each session. Kindergarten performance data from 79-80 control group will be compared to that of program participants entering kindergarten in the 80-81 and 81-82 school years.

IMPL 1) Teacher Corps staff personnel with the time and skill required for design and delivery; 2) Facilities and administrative support at the school; 3) Means and resources to initiate and maintain contact with preschool families; and 4) Availability and cooperation of resource agencies.

COST Minimal additional cost beyond that already specified for staff salaries and normal program operating expenses. Funds should be made available to employ additional childcare assistance at minimum wage to maintain a child/adult ratio 4:1 for all preschool activity sessions. Duplication of handout materials, refreshments for sessions and nursery facilities will be cost considerations.

SERV Contact persons will provide further information and program development assistance upon request.

CALL

Marcy Szymanski
Director, Teacher Corps
University of West Florida
Pensacola, Florida 32503
(904) 476-9500 Ext. 241

-or- Brenda Murphy
University of West Florida
Pensacola, Florida
(904) 476-9500 Ext. 241

-or- Ms. Faye Shaw
Baker School
(904) 537-4111

-or- Toni Brewer
Teacher Corps
University of West Florida
(904) 537-2020

PROJ University of West Florida (Pensacola) and Okaloosa County Schools Teacher Corps Project

DESC 1. Governance
2. Community
3. Educational Environment

AUDS School administrators, teachers, Teacher Corps projects.

INOV Guidelines for a fair and equitable election of a school-community council.

Directions are provided to new Teacher Corps projects and other educational groups for initiating a district-wide election of a school-community council. Guidelines demonstrate ways to assure equal representation of all minority groups. The topics included are: planning and tasks to be accomplished before the election, acquisition of suitable candidates, use of publicity to inform prospective voters, and methods of ballot box and mail-in voting.

EFFT Acceptance by Washington office of Teacher Corps. The videotaping of the procedural components.

IMPL The guidelines can be used by a Teacher Corps project or any school system. A committee made up of two community people, two teachers and two school principals is required to initiate proceedings.

COST It varies. Excluding salary requirements of staff to implement proceedings, the entire costs lay in leaflets and printed material or publication and distribution.

SERV Teacher Corps encourages dissemination of all successful practices, and funding is available for distribution of the videotaping of an actual election (available on request).

CALL Marcy Szymanski
Director, Teacher Corps
University of West Florida
Pensacola, Florida 32503
(904) 476-9500 Ext. 241

PROJ University of West Florida (Pensacola) and Okaloosa County Schools Teacher Corps Project

DESC 1. Cross-cultural Studies
2. Cross-cultural Training
3. Educational Environment

AUDS Teachers, administrators and community groups; preservice and inservice.

INOV A program to assess stereotypes associated with race, sex, age, and handicaps.

There is a need for school groups to affect change in their attitudes and biases concerning race, sex, age and handicaps. The idea is to begin at a conscious level of assessing ethnic and minority similarities and differences and then move to a more pervasive level of understanding of stereotypes in the various ISM's.

EFFT Presently being instituted. Student attitudes toward bias and awareness of cultural areas have been shown to improve.

IMPL The program can be adopted by an entire school system or be incorporated into the Teacher Education Program. A good multicultural education facilitator is necessary for implementation.

COST $100.00 for handouts. Curriculum guide in development stage.

SERV As a Teacher Corps project we are allowed limited funds for dissemination purposes. All material is available on request, including videotape.

CALL Jim Parker
University of West Florida
Pensacola, Florida 32503
(904) 476-9500 Ext. 241

or

Horatio Robinson
University of West Flordia
Pensacola, Florida 32503
(904) 476-9500 Ext. 241

or

Omega Gardner
University of West Flordia
Pensacola, Florida 32503
(904) 476-9500 Ext. 241

PROJ University of West Florida (Pensacola) and Okaloosa County Schools Teacher Corps Project

DESC
1. Staff Improvement
2. Decision Making
3. Preservice Education
4. Teacher Education
5. Inservice Education

AUDS Teachers, school administrators, Teacher Corps projects, and teacher educators.

INOV Curriculum development: Scope and sequence of goals and supporting objectives.

A scope and sequence of goals of the schools as they relate to both instruction and evaluation. Each goal is viewed by the faculties in terms of the total group of teachers, subgroups and individual teachers (in reference to grade-level content areas, course designations, units of study and daily lessons.) Preservice and inservice degree participants of a Teacher Corps project are providing leadership to the total faculty.

EFFT Total faculty involvement. Identification of grade level/subject instructional approaches and evaluation strategies.

IMPL The practice can be adopted/adapted by any school faculty (or group of "feeder" school faculties). Participation should be a total faculty endeavor. An IHE facilitator should be utilized.

COST One local IHE facilitator for one year (80-100 hours) and a three-day workshop at adopter site ($600 + expenses); or a three-day training of IHE facilitator ($300).

SERV The three-day workshop/training may be negotiated.

CALL Ron Peake or Gordon Eade
University of West Florida
Pensacola, Florida 32503
(904) 476-9500 Ext. 351
or 352

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Staff Improvement
3. Program Development
4. Inservice Education
5. Discipline problems

AUDS Juvenile justice personnel, teacher interns, teachers, teacher educators school administrators, students, parents, and university professors (elementary, secondary, university).

INOV A highly reality-based curriculum of humane discipline -- managing the educational behaviors of adults and students."

A program designed to aid teachers, school administrators, university professors, students, juvenile justice persons, and parents in internalizing humane practices of discipline.

EFFT Curriculum developed and tested by parents, university professors, students, classroom teachers and Teacher Corps staff. Module on classroom management being systematically piloted in three public schools and one incarceratory center; will be used in all Atlanta public schools.

IMPL May be adopted by an entire school district, juvenile justice system, or one school. One or two facilitators can train existing personnel (teachers, administrators, students, others).

COST One curriculum guide (module collection) may be placed in each school or center. From the three-ring binder, entire modules or sections may be reproduced. Guides available at cost of reproduction and mailing. Unit price: $5.00 each. Group Price: 10 or more copies - $3.50 each.

SERV Training is available to other Teacher Corps projects for travel costs only. Training workshops - one, two, or three days. Negotiable for adopter sites.

CALL Mae Armster Christian
Director, Teacher Corps
2930 Forrest Hill Drive, South West
Suite 208
Atlanta, Georgia
(404) 761-5411 Ext. 247 or 248
(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environmnt
2. Staff Improvement
3. Diffusion
4. Inservice Education
5. Low Income Groups

AUDS School administrators, teachers, teacher interns, students, parents, adjunct personnel, and juvenile justice personnel.

INOV A prototype designed for district-wide adoption of a program of humane discipline - "Anatomy of a Program of Humane Discipline."

This document outlines the approaches to humane discipline as utilized by a large urban school district (Atlanta, GA). Contents include philosophical foundations, data analysis, and a listing of program materials.

EFFT Presently being utilized in all Atlanta Public Schools. Student suspensions in Atlanta Schools decreased by one-third; school district realized zero expulsions during the first quarter, 1979-80.

IMPL Program may be adopted by entire school district or by one school. Training must begin at administrative level, then include all significant role groups.

COST Will vary. Materials, including all handbooks may be easily modified and reproduced. Consultant costs are minimal.

SERV Training is available for travel costs only to Teacher Corps projects; training workshops at other adopter sites are negotiable.

CALL Mae Armster Christian
Director, Teacher Corps
2930 Forrest Hill Drive, South West
Suite 208
Atlanta, Georgia 30315
(404) 761-5411 Ext. 271 or 272
(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Staff Improvement
3. Cross-cultural Studies
4. Governance
5. Individualized Instruction
6. Inservice Education

AUDS This publication is applicable to all role groups, all levels; provides great insight into the "root" causes of discipline problems; suggests many provocative "answers" to discipline and classroom management.

INOV A sixty-page treatment of current discipline problems written by an assistant superintendent of the Atlanta Public Schools (Dr. Sidney H. Estes: "Discipline: A Different Perspective").

A penetrating and analytical examination of the complexities of issues and answers related to improving the educational lot of poor children.

EFFT Presently being distributed to all Atlanta Public Schools. Used as a supplement to implementation of program of humane discipline.

IMPL Voluntary. Excellent resource document.

COST Available at printing and mailing costs only. Unit price: $1.50. Group price: 10 or more - $1.00.

SERV Not Applicable.

CALL Mae Armster Christian
Director, Teacher Corps
2930 Forrest Hill Drive, South West
Suite 208
Atlanta, Georgia 30315
(404) 761-5411 Ext. 271 or 272
(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Staff Improvement
3. Program Development
4. Inservice Education
5. Governance

AUDS School administrators and teachers; elementary and secondary.

INOV A manual prepared for school administrators and classroom teachers.

This document contains a simplified analysis (in caricature and print) of the rules, rights, and responsibilities of the discipline guidelines of the Atlanta Public School system.

EFFT Presently being implemented in all Atlanta Public Schools, student suspensions reduced by one-third; zero expulsions during the first quarter, 1979-80.

IMPL Adaptable/adoptable by entire school districts or one school. Minimal personnel time required if implementation is systematically planned.

COST Unit price: fifty cents.
Group Price: ten or more copies - thirty-five cents.

SERV Workshops, seminars, or training sessions available for cost of of travel only to all Teacher Corps projects.

CALL Mae Armster Christian
Director, Teacher Corps
2930 Forrest Hill Drive, South West
Suite 208
Atlanta, Georgia 30315
(404) 761-5411 Ext. 271 or 272
(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Diagnostic Teaching
2. Inservice Training
3. Diffusion
4. Staff Improvement
5. Curriculum Development
6. Teacher Education

AUDS Teacher educators, school administrators, experienced teachers, teacher interns, and Teacher Corps projects.

INOV A highly structured proficiency module for prospective teachers of inner-city children.

This proficiency module (PM) is designed to develop behaviors which will enable persons to function as well-prepared and effective teachers of disadvantaged children. Contents include processes which focus on individualizing instruction, planning the individualized curriculum, the intern as a professional, the intern as a team member, competency objectives, systems design, observation guide, and teaching methods.

EFFT Presently being utilized by several Atlanta Teacher Corps institutions of higher education. Will be disseminated to other IHE's in the state and region.

IMPL May be utilized by entire college(s) of education, divisions, and by individual teacher educators.

COST Unit cost: $1.50.
Group Cost: 10 and above - $1.00.

SERV Not Applicable.

CALL Mae Armster Christian
Director, Teacher Corps
2930 Forrest Hill Drive, South West
Suite 208
Atlanta, Georgia 30315
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(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Community Education
3. Diffusion
4. Decision Making
5. Community
6. Inservice Education

AUDS School administrators, teachers, parents, teacher interns, community agencies, and teacher educators.

INOV "Focus on Community," a program guide to community involvement.

This booklet outlines, in pictures and directions, community involvement in the education process. Demonstrates how all persons with a vested interest in the school and its young people can become actively responsible for meeting community needs. Tells and shows the true meaning of community involvement.

EFFT Presently being utilized as a guide in current and previous Teacher Corps school sites; documents increased parent involvement in a number of schools.

IMPL Adopter will not need specific training; easily adaptable to any school setting.

COST Unit Price: $2.00.
Group price: 10 or more - $1.50 each.

SERV Will assist adopter in planning and training for effective parental involvement.

Available at cost of travel to all Teacher Corps projects.
To others negotiable.

CALL Mae Armster Christian
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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Community Education
3. Diffusion
4. Community

AUDS School administrators, teachers, parents, teacher interns, community agencies, and teacher educators.

INOV "Informational package for community involvement": An organized collection of information necessary for implementing a successful community program.

This collection of procedures, forms, requirements for parents, and orientation and training of parents has been developed based upon actual practices. The community coordinator of the Atlanta Teacher Corps worked with parents, students, teachers, and community agencies to conceptualize, plan and test this package.

EFFT Presently being utilized in Teacher Corps schools and surrounding community

IMPL Adopter may use as is, or adapt to specific situations.

COST Unit price: fifty cents each.
Group price: ten or more - twenty-five cents each.

SERV Community coordinator is available for workshops to other Teacher Corps projects at cost of travel only.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Multicultural Education
3. Community Education
4. Low Income Groups
5. Diffusion
6. Cross-cultural Training

AUDS Teacher interns, school administrators, teachers, parents, community groups, and Teacher Corps projects.

INOV An often humorous, but poignant pictorial account of three days of community "encounters" by Atlanta Teacher Corps interns.

This booklet, titled "Dog Days," shares the experiences and results of Teacher Corps interns while securing data for a community survey. The document chronicles "Long Walks," and "flirtatious middle-aged men... jogging and sprinting from growling dogs," and the successful conclusion that educators should get to know the community.

EFFT Numerous copies disseminated. Interns have better understanding of community. Copies have been shared with Teacher Corps schools.

IMPL Open and flexible. May be shared with all personnel.

COST Unit price: thirty cents each.
Group price: ten or more - twenty-five cents each.

SERV Not applicable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Staff Improvement
2. Program Coordination
3. Decision Making
4. Governance
5. Program Development
6. Educational Environment

AUDS School administrators, higher education administrators, Teacher Corps projects, state department of education administrators, education supervisors, and administrators.

INOV A simplified, process-oriented guide to effective management, "Focus on Management."

This document analyzes--in pictures, cartoons and print -- tested and tried approaches to effective management. The booklet combines many hours of Teacher Corps-supported training in management information systems. What has resulted is a product found to be highly workable for the management needs of the Atlanta Teacher Corps project.

EFFT Presently used as management system for Atlanta Teacher Corps. Large volume of copies requested.

IMPL May be adopted by institutions - or individual education "managers."

COST Unit Price: $2.00 each.
Group Price: Ten or more - $1.50 each.

SERV Not applicable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Diffusion
3. Multicultural Education
4. Diagnostic Teaching
5. Curriculum
6. Low Income Groups

AUDS School administrators and teachers; early childhood, elementary, and secondary.

INOV "A pictorial and personal essay of a cultural awareness project."

This challenging "album" is a report of one classroom teacher's "awakening" to the intellectual possibilities within low-income children. A brief document - "Cultural Awareness..."-contains childrens' writings and drawings. The booklet demonstrates what resulted from a classroom project funded with a Teacher Corps mini-grant.

EFFT According to one school administrator, the "project had more positive impact on total school than any other during 1977-78 academic year."

IMPL Project may be undertaken by individual class, school, or cycled into several schools in district simultaneously.

COST Will vary according to number of classes, students, and teachers
Unit price: $3.00 each. Group Price: 10 or more - $2.50 each.

SERV Not applicable. Self-directional.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Community Education
3. Diffusion
4. Diagnostic Teaching
5. Governance
6. Community Education

AUDS Parents, students, school administrators, and teachers; early childhood to secondary education

INOV Brochures - one for parents and one for students, summarizing school district discipline guidelines.

These brochures spell out in simple, succinct terminology duties, responsibilities, roles of parents, and rules and regulations which govern the behavior of students in the Atlanta Public School system. Also included are measures which are taken when rules and regulations are violated.

EFFT Parent brochure mailed to each household of over 70,000 students in school district; student brochure distributed to each student in the school district. Suspensions and expulsions show reduction in 1979-80.

IMPL Program should be adopted by entire school district. One facilitator can train entire district.

COST Major program costs: production of materials and one or two persons as consultants (or local task force responsible for program planning and adoption).

SERV Workshops available to Teacher Corps sites at travel costs. Other adopters negotiable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Staff Improvement
2. Diffusion
3. Program Coordination

AUDS Administrators (school, university, agency), supervisors, and coordinators.

INOV A systematic approach to training administrators, supervisors, and other leadership personnel.

This project developed action-oriented process was utilized as a two to three week, highly intensive approach to the preparation of Atlanta public school administrators for the implementation of the school district's program of humane discipline.

EFFT Required participation of all Atlanta public school administrators. Action plans and program planning formulated during the administrative year and implemented during first quarter 1979-80 school year; reduction in suspensions/expulsions realized.

IMPL Training occurred in Atlanta during summer; numerous local resources utilized; few consultants needed; should have facilitating team (three to four) whose members know and understand needs of district. Specialists from district, parents, students, and all other role groups involved.

COST Few major costs, including materials production. In case of two consultants, arranged "trade-off" or reciprocal visits. Available unit price -- fifty cents each; ten or more copies, twenty-five cents each.

SERV Atlanta school district personnel or Teacher Corps staff available for two to three day workshops.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Low Income Groups
3. Diagnostic Teaching
4. Staff Improvement
5. Community Education
6. Governance

AUDS School administrators, teacher educators, students, parents, teachers, adjunct personnel, and all role groups.

INOV The Atlanta Teacher Corps Youth Advocacy Program.

This program is based upon the assessed need of all significant adults and students to become involved in addressing preparation of teachers for the inner-city. The program addresses issues of parental involvement, discipline, reentry of incarcerated youth, school violence, vandalism, studentinitiated activities, oral communications, and minimum behavioral expectations of adults and students in the educative process in Atlanta, Georgia.

The program provides a variety of materials and processes designed to address youth advocacy concerns and issues through preservice and inservice education.

EFFT Project charged with institutionalizing products, processes, and practices within Atlanta public school district. State of Georgia will facilitate program-sharing. Program evaluations (both internal and external have been positive).

IMPL A variety of project materials available: project features are easily replicable; can be adopted or adapted by few personnel.

COST All project materials and services available at minimal costs.

SERV Project materials may be requested. Visitors are welcome; training is negotiable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Staff Improvement
3. Diffusion

AUDS School administrators, state departments of education, teacher educators, federally funded projects, and Title I and II program participants.

INOV The Atlanta Teacher Corps Youth Advocacy Program has been identified by Teacher Corps/Basic Skills/Title I collaborative as one of eleven basic skills model sites.

A potential linkage model for improving the delivery of basic skills will be the expected outcome.

EFFT Presently under development; has endorsement and support of USOE Steering Committee, including Teacher Corps Title I Basic Skills Programs.

IMPL Projected plan: implementation in 16,000 school districts across U.S.A.

COST Expected to be minimal as compared with that of current delivery systems.

SERV Additional information will become available as model is developed.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Diagnostic Teaching
3. Governance
4. Community
5. Staff Improvement
6. Cross-cultural Studies

AUDS School administrators, teachers, state education departments, social service, agencies, parents, and teacher educators.

INOV A training module focusing on key educational issues of classroom management.

Atlanta Teacher Corps Youth Advocacy Project is one of thirteen sites involved in an experimental cluster activity directed by the Center for New Schools. Projects in the cluster - "School/Community Climate: Beyond Discipline" -- include Atlanta Teacher Corps, Stanislaus State Teacher Corps, Texas Tech Teacher Corps, Virginia State University Teacher Corps, and Wilmington/Cheney State University Teacher Corps.

EFFT It is possible that the Center for New Schools will package and disseminate the modules. National Teacher Corps endorsement.

IMPL Product will be available for adoption by districts and utilization by teacher educators and other individuals.

COST To be publicized.

SERV Awareness materials will be available; visitors are welcome, by appointment, to program and school sites where module will be piloted.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC
1. Educational Environment
2. Staff Improvement
3. Cross-cultural Studies
4. Diagnostic Teaching
5. Governance

AUDS School administrators, classroom teachers, and teacher educators; elementary to secondary.

INOV Classroom management module: Teaching techniques and strategies for dealing with discipline problems.

A program guide for effecting humane strategies of discipline. Contents include pre/post assessment, students' self-evaluation, teachers' or administrators' evaluation, profile of a typical disruptive student, learning tasks and activities, positive discipline models, control techniques, how to be a good manager, and classroom management in inner-city schools.

EFFT Being systematically piloted in Teacher Corps schools. Developed by teachers, teacher educators, and administrators, for teachers administrators and teacher educators. Sections being disseminated and used in numerous Atlanta schools.

IMPL Can be adopted or adapted for entire school district or by individuals.

COST Unit cost: $1.00 each.
Group cost: Ten or more copies - 50 cents each.

SERV Training workshops negotiable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Low Income Groups

AUDS Students, teachers, teacher educators, parents, and school administrators at the elementary, middle and secondary levels.

INOV A high-interest approach to dealing with student behavior with a student involvement focus.

Includes approaches (peer counseling, group counseling, student corps) for dealing with disruptive student behavior which center on the involvement of students. Students themselves acquire skills necessary to make choices regarding their individual roles and responsibilities in relation to school, self, and society.

EFFT Process was implemented in project schools through an interagency effort of Teacher Corps and the Law Enforcement Assistance Administration and resulted in positive changes in students' attitudes and behaviors.

IMPL Mini-school components maybe adopted by entire school district, several schools, or one school. Facilitators (counselors and psychologists) can train existing school personnel.

COST Program summary handbooks available.
Booklet unit cost - $1.50 each; ten or more copies - $1.00 each.
Module (for students) on self-oriented behavior, unit cost - $1.00 each; group - fifty cents each.

SERV Workshops negotiable.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Inservice Education
2. Community Education
3. Program Development

AUDS Teacher interns, teachers, school administrators, and community agencies.

INOV Community education modules: a preservice competency-based component for Teacher Corps interns.

This set of community involvement modules provides individuals with insight into a methodology through which the working relationship between a school and its surrounding community may be strengthened.

EFFT Presently being utilized for training interns.

IMPL May be utilized to train school staffs, college(s) of education and community agencies.

COST Unit cost: $1.00.
Group cost: Ten or more copies - 75 cents.

SERV Assistance to the adopter in developing community training modules.

Available at cost of travel to all Teacher Corps projects; cost to others negotiable.

CALL Mae Armster Christian
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2930 Forrest Hill Drive, South West
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(404) 761-5411 Ext. 271 or 272
(404) 766-7605

PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Low Income Groups
3. Staff Improvement

AUDS Students who have been identified as alientated from the mainstream of school involvement, have low self-concepts, are low achievers and are classified as "disruptive".

INOV A "Clearing-house" - a half-way house - a center.
A place of reflection, "time out" for students.
A place for students who "lack motivation".

A carefully planned positive place for students who need to reflect and "get in tune with" themselves. The center activities will be guided by a sensitive, reflective listening person who does not hold the power of the red marking pencil; and one who will "outlast" student excuses and inadequacies and "believe" the student into becoming productive. Center will provide the follow-through time which neither the regular classroom teacher nor the counselor ordinarily has during the school day.

EFFT Will be implemented and tested in one Teacher Corps high school in spring, 1980.

IMPL Implementation is facilitated by: 1) Consent of school administrators and the regular classroom teacher, or equivalent; 2) Supervisory personnel for designated periods; 3) Parent and community volunteers, optional; and 4) Cooperative and highly supportive teachers and counselors.

COST Program summary brochures available upon request. Unit cost - twenty-five cents.

SERV Visitors will be welcome beginning spring quarter, 1980.

CALL Mae Armster Christian
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2930 Forrest Hill Drive, South West
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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Community-based Education

AUDS School administrators, federal agencies, teacher educators, community agencies, community groups, students, teachers, parents, juvenile justice agencies, and law enforcement agencies.

INOV Model of interagency collaboration (Law Enforcement Assistance Administration and Teacher Corps).

Utilizing the concepts inherent within the joint funding simplification Act, Teacher Corps Youth Advocacy Projects and the Law Enforcement Assistance Administration developed programs which formulated crime intervention models of prevention and reentry of potential juvenile offenders and previously incarcerated youth. Efforts included replication of features of the NIE Safe School Study.

EFFT Model identified three program evaluation indices: 1) class cuts, 2) disruptive behavior, 3) average daily attendance. One year later, class cuts showed 36% reduction; one-third of sample students reduced class cuts by 50%; disruptive behavior declined.

IMPL Adoptable for entire school district or individual school.

COST Program summary handbook available; evaluation report available
Unit cost - twenty-five cents each.

SERV Workshops negotiable.

CALL Mae Armster Christian
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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

DESC 1. Educational Environment
2. Staff Improvement
3. Diffusion

AUDS School administrators, classroom teachers, and parents.

INOV Mini-institute; process model for inservice education.

Empirically based, this model has evolved over a period of six years. Each step is activity paced. Phases of model include: dialogue inquiry, or defining the problem(s) and need(s); needs assessment, needs analysis, action plan development, design/delivery, implementation, and evaluation.

EFFT Model being utilized in Teacher Corps project. Successfully utilized in many inservice situations and in staff development. The process has been successfully used in numerous areas including value clarification, stress reduction, multicultural education, interpersonal relations, discipline and classroom management, competecy-based education, and educational management.

IMPL May be adopted by an entire school district or individual school.

COST Model handbook available.
Unit cost - $1.50 each; 10 or more - $1.00 each.

SERV The model may be adapted from handbook.

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PROJ Atlanta University, Atlanta (GA) Public Schools and University of Georgia College of Education (Athens) Teacher Corps Project

1. Educational Environment
2. Diffusion
3. Inservice Education
4. Program Development

AUDS School administrators, teachers, teacher educators, parents, students, and others concerned with improving the learning environment.

INOV A resource center composed of extensive collections of discipline and classroom management-related modules, transparencies, books, filmstrips, films, position papers, program evaluation, and other media.

The center is well-stocked and well-organized. The purpose of the discipline-related resource center is to provide a place where teachers, administrators, parents and personnel can find ideas, develop instructional materials, explore alternative teaching/learning strategies, and develop and validate materials to use in the classroom with troubled students. Initial steps in setting up this inservice support system included seminars, a retreat, discussions, planning and acquisition of materials for use by participants. The official opening featured visits and "browse-ins" where persons came to view and use materials, resources, and facilities.

EFFT Center utilized during summer workshops by large numbers of classroom teachers. Regular requests for materials are met through center.

IMPL A Teacher Corps Project can very easily set up an exploratory resource center utilizing Teacher Corps dissemination materials. Concept of resource center easily replicated by school district or individual school.

COST One facilitator could be utilized to develop the center around one idea - or one discipline - based upon need. Materials for setting up center may be existing "collectables."

SERV Description/implementation summary available free on request.

CALL Mae Armster Christian
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2930 Forrest Hill Drive, South West
Atlanta, Georgia 30315
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PROJ University of Hawaii and the Hawaii State Department of Education (Honolulu) Teacher Corps Project

DESC 1. Teacher Education
2. Preservice Education
3. Community-Based Education

AUDS Teacher educators.

INOV An on-site methods course: A perspective.

A 16-page discussion and description of a course in language arts methods which was taught "on site" at the public school, rather than on the university campus. The monograph includes a rationale and description of course objectives, a discussion of the advantages of an on-site methods course and some problems and possible solutions. Appendices included are the course syllabus and objectives.

EFFT The course was pilot-tested and evaluated. Participants in the course evaluated the course very highly, particularly in meeting personal needs and enhancing professional development, and demonstrating overall effectiveness and applicability of course content to classroom.

IMPL The course can be adopted or adapted by any teacher education program.

COST Cost of adoption is minimal; costs would depend on amounts needed for items such as mileage reimbursement of the instructor, materials, and other resources.

SERV Copies of the monograph are available at no cost.

CALL Doris Ching
Director, Teacher Corps
University of Hawaii
College of Education
1776 University Avenue,
Honolulu, Hawaii 96822
(808) 948-8981

PROJ University of Hawaii and the Hawaii State Department of Education (Honolulu) Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Diffusion

AUDS Teachers, teacher educators, and school administrators.

INOV Needs assessment: A model.

A proposal of a model for realistically "getting at" school and teacher needs. The publication discusses needs assessment as an integral part of teachers' professional development, the role of the school in needs assessment, steps and procedures, and possible outcomes. A glossary and sample forms are also included.

EFFT The model has been pilot-tested in two projects. Entire inservice programs of these projects have been based on this needs assessment process.

IMPL The model can be adopted by a school or system of schools, or it can be adapted to almost any needs assessment situation.

COST None or minimal for costs of printing, paper, and other supply materials.

SERV Consultation and training can be negotiated. Copies of the monograph are available.

CALL Doris Ching
Director, Teacher Corps
University of Hawaii
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1776 University Avenue
Honolulu, Hawaii 96822
(808) 948-8981

PROJ University of Hawaii and the Hawaii State Department of Education (Honolulu) Teacher Corps Project

DESC 1. Inservice Education
2. Staff Development
3. Teacher Education

AUDS Teachers, teacher educators, and school administrators; teacher in-service/staff development program.

INOV An inservice course designed by teachers.

A description of a course which was tailored to teachers' expressed needs. The 16-page monograph includes the process used to develop the course, the course content, evaluation of the course, and a list of principles for effective inservice education.

EFFT The course was pilot-tested in Honolulu and evaluated. The results of the written evaluation of the course were very positive: 100% of the respondents felt that the course was effective.

IMPL The process can be adopted or adapted in the planning of any similar university inservice course. Assistance and coordination of the university and course instructor are essential.

COST Costs as needed for instructor(s) and registration fee(s). Also, costs for materials and books as required by the course content and method.

SERV Complete course description can be provided at no cost.

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1776 University Avenue
Honolulu, Hawaii 96822
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PROJ University of Hawaii and the Hawaii State Department of Education (Honolulu) Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Diffusion

AUDS Teachers, teacher educators, school administrators: teacher inservice/staff development programs.

INOV A process for planning and developing an inservice program.

A description of a process used for planning and developing the inservice program at the Teacher Corps project school. The 16-page monograph provides an overview of the program as planned and installed at the school and a developmental model (including planning and development, needs assessment, and evaluation).

EFFT The process was pilot-tested in the project and evaluated. The process has been adapted by other schools in Hawaii and has been endorsed by the Hawaii State Department of Education and the Professional Standards and Inservice Improvement Committee of the Hawaii State Teachers Association.

IMPL The process can be adopted or adapted by a single school or department or by an entire school system.

COST Cost of adoption can be limited to amounts needed for paper and duplication of materials. Additional costs would depend on the policy of the school district on compensation for teacher participation.

SERV Consultation and training sessions can be negotiated. Copies of the monograph are available.

CALL Doris Ching
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1776 University Avenue
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PROJ Idaho State University and Pocatello School District #25 Teacher Corps Project

DESC 1. Inservice Education
2. Program Development
3. Decision Making

AUDS LEA, IHE, and teacher education.

INOV Model of IHE/LEA Interface for Teacher Inservcie (available September 1980).

EFFT Not known at this time.

IMPL Staff time to discuss, plan, and write.

COST Not known at the present time.

SERV Model and descriptors available at cost for printing and handling.

CALL John E. Mook
Director, Teacher Corps
College of Education
Box 8059
Idaho State University
Pocatello, Idaho 83209
(208) 236-2847

PROJ Idaho State University and Pocatello School District #25 Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Decision Making

AUDS LEA, SEA, and Teacher Centers.

INOV A structured building inservice planning organization and process.

EFFT 1) Continued by consensus for year II planning and development; and 2) developed teacher participation at rate of 50% of 120 teachers involved.

IMPL Process and organization require: 1) organization of planning group at building level; 2) autonomy of building level decision making; and 3) group process training.

COST $7,800 for IHE and LEA staff time. Cost can be reduced significantly by concentration of training and release time.

SERV Training provided for cost of travel and per diem.

CALL John E. Mook
Director, Teacher Corps
College of Education
Box 8059
Idaho State University
Pocatello, Idaho 83209
(208) 236-2847

PROJ Southern Illinois University at Edwardsville and Cahokia School District #187 Teacher Corps Project

DESC 1. Staff Improvement
2. Community
3. Inservice Education

AUDS Teacher educators, school administrators, community groups; elementary school, preservice teacher interns and teacher inservice/staff development programs.

INOV A highly structured approach to educational staff improvement.

A cooperative approach including central office personnel, principals, teachers, and parents for the improvement of a school systems program.

EFFT Presently being implemented in five suburban schools.

IMPL The program is designed for three to five schools, including all grades, K-12. Majority of faculty should agree to participate. Teacher participation should be voluntary. Facilitators for designed focus areas are needed to train teachers, parents, and administrators and to assist program development.

COST Start-up costs: Personnel program coordinator, full-time; facilitators, half to third-time per focus area; secretary full-time: $60,000 - 80,000. A variety of commercially available materials usually found in school systems used. Continuing costs: one staff development coordinator: $15,000 - 25,000.

SERV Training may be provided in midwest and midsouth Teacher Corps projects.

CALL Ruges R. Freeman
Director, Teacher Corps
Box 122
Southern Illinois University
Edwardsville, Illinois 62026
(618) 692-2254

PROJ Roosevelt University and Chicago Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Information Dissemination

AUDS Teacher educators and Teacher Corps projects.

INOV The use of multiple research methodologies to evaluate an inservice curriculum.

Six research methodologies are used to evaluate a professional development curriculum in an urban school. These are: 1) quantitative and psychometric analysis, 2) ethnographic analysis, 3) historical analysis, 4) managerial analysis, 5) comparative case study approach, and 6) classroom learning environment studies. Each methodology is analyzed in terms of the data it yields, its generation of research questions, and its contribution to general and specific bodies of knowledge.

EFFT Conceptual paper endorsed by Teacher Corps and presented at American Educational Research Association meetings.

IMPL The program model can be adopted by a teacher training program such as Teacher Corps. Personnel familiar with transactional evaluation are necessary.

COST A minimum of five university staff are needed to conduct the evaluation.

SERV Research publications describing the evaluation methodologies are available.

CALL Curtis C. Melnick
Director, Teacher Corps
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
(312) 341-3870

PROJ Roosevelt University and Chicago Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Field Experience Programs

AUDS Teachers, interns, community council representatives, and Teacher Corps projects.

INOV A Teacher Corps summer workshop for skill development and program planning.

Teachers, interns, community council representatives and Teacher Corps staff participated in a three week intensive summer workshop. The workshop consisted of small and large group sessions focusing on the following: 1) becoming familiar with the goals and philosophy of Teacher Corps nationally and locally; 2) skill development in the the areas of multicultural education, special education, and group dynamics; 3) improvement of reading instruction, school climate, individualizing instruction; 4) program planning to assist teachers to define and develop solutions for school problems.

EFFT Formative and summative evaluation conducted indicate effectiveness. Summer program has been conducted for the past three years. Recommendations of participants offered at workshop have been carried out.

IMPL The program format can be adopted by one or more schools and teacher training programs. It is recommended that a needs assessment be conducted to assist in planning the program.

COST Teachers were paid $100/week for three weeks to participate. Eight project staff members participated.

SERV An evaluation and program description report is available from the project.

CALL Curtis C. Melnick
Director, Teacher Corps
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
(312) 341-3870

PROJ Drake University and Des Moines (IA) Independent Community School District Teacher Corps Project

DESC 1. Cross-cultural Studies
2. Cross-cultural Training
3. Community Education

AUDS Community, classroom teachers, school administrators, teacher educators, and students; elementary and secondary schools and university.

INOV A program designed to assist students and other participants to learn to live in a multicultural society.

Elements include the utilization of community resources from all cultural, sex, and religious backgrounds in the project. Drake project includes high percentage of Black and Southeast Asian students, some Hispanics and Native Americans, balance Caucasian.

EFFT Will be pilot-tested in the Drake/Des Moines Teacher Corps project in 1980-81 school year.

IMPL Can be adopted or adapted for entire school district or by individuals.

COST To be developed.

SERV Consultants, training workshops, and program guides will be developed.

CALL Jack R. Jones
Director, Teacher Corps
Drake University
Center for Teacher Education
1331 27th Street
Des Moines, Iowa 50311
(515) 271-3100 or 2162

PROJ Drake University and Des Moines (IA) Independent Community School District Teacher Corps Project

DESC 1. Community Education
2. Inservice Education
3. Decision Making

AUDS Community, classroom teachers, school administrators, teacher educators, and students (elementary and secondary).

INOV K-12 vertical articulation through comprehensive planning activities involving all role groups.

Community, teachers, teacher educators students, administrators, Drake/Des Moines Teacher Corps project will address the problems (slippage, etc.) which prevent the implementation in the district of content area curriculum goals throughout a K-12 program.

EFFT To be pilot tested by Drake/Des Moines Teacher Corps in the 1980-81 school year.

IMPL Can be implemented by an entire school district.

COST Minimal.

SERV To be developed.

CALL Jack R. Jones
Director, Teacher Corps
Drake University
Center for Teacher Education
1331 27th Street
Des Moines, Iowa 50311
(515) 271-3100 or 2162

PROJ Drake University and Des Moines (IA) Independent School District Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Governance

AUDS Community representatives, teachers, administrators, university staff, students, parents, project staff, and school board.

INOV "Compressed Planning Conference." A method for identifying and solving problems involved in the planning of professional development systems and improved school learning climate.

The purpose is to provide all role groups an opportunity to develop plans that are consistent with the needs of the role group within the capabilities of the IHE and LEA to implement. Basically, it allows for: 1) increased community and staff involvement in solving problems, 2) greater acceptance of solutions to problems, 3) a structure for more effective planning, and 4) a reduction of the distrust that might exist between the community and school staffs.

EFFT Conducted fall, 1978 in Drake/Des Moines Teacher Corps Project planning year. Staff presentations have been made at four Teacher Corps National Conference Follow-up Meetings.

IMPL Can be conducted by any role-group wishing to intiate multirole group planning.

It is recommended that the site of the conference be neutral to all role groups and that at least three full days be set aside for the meetings.

COST Determined by the number of people involved and the length of time conference is held.

SERV Demonstration workshop conducted by Drake/Des Moines Teacher Corps staff. Technical assistance is available to assist in conducting Compressed Planning Conference. Graphics artist available to assist in graphically documenting the conference.

CALL Jack R. Jones
Director, Teacher Corps
Drake University
Center for Teacher Education
1331 27th Street
Des Moines, Iowa 50311
(515) 271-3100 or 2162

PROJ Drake University and Des Moines (IA) Independent Community School District Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Decision Making

AUDS Public school teachers, university instructors, community, and parents.

INOV Site committee model for determination of building level inservice needs.

Provides opportunity for teachers to identify, plan for, and implement their own inservice training programs at the building level.

EFFT Procedure is being used in the Drake/Des Moines Teacher Corps project, 1979-80, in all project site schools. Teachers are expressing positive comments about relevance of inservice programs.

IMPL Can be adapted by entire school system. One all-day training session is recommended before initiating program.

COST Minimal; no specific texts or materials required.

SERV Training workshops negotiable.

CALL Jack R. Jones
Director, Teacher Corps
Drake University
Center for Teacher Education
1331 27th Street
Des Moines, Iowa 50311
(515) 271-3100 or 2162

PROJ Drake University and Des Moines (IA) Independent Community School District Teacher Corps Project

DESC 1. Staff Improvement
2. Community-based Education
3. Educational Environment

AUDS Parents, students, and school staff.

INOV Position created to assist parents with student-school differences.

The purpose is to make parents aware of school policies, procedures, regulations and act as impartial guest at staffings, hearings, etc.; and to handle complaints of parents/students/schools in order to resolve problems.

EFFT Positive resolve of parent/student/school conflict and problems.

IMPL 1) Defining role and responsibility of ombudsman position; and 2) providing training to person(s) filling position, so that he/she better understands the educational background of students, community activities, psychology, human relations, and current issues facing youth - substance abuse, peer pressures, employment, personal development, etc.

COST Varies according to number of positions needed. Cost of salary, if paid position. Cost for necessary training.

SERV Awareness workshop in ombudsman functions. Development of step-to-step implementation of such a program.

CALL Jack R. Jones
Director, Teacher Corps
Drake University
Center for Teacher Education
1331 27th Street
Des Moines, Iowa 50311
(515) 271-3100 or 2162

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Information Dissemination
2. Inservice Education
3. Cross-cultural Training

AUDS Parents, administrators, classroom teachers (secondary and elementary).

INOV Parents' guide to maximizing the talents of children.

EFFT Highly effective; received good response from the community.

IMPL Can be used by any school system in order to help parents help their children.

COST Cost of printing pamphlets.

SERV Training workshops negotiable.

CALL Jerome C. Hainsworth
Director, Teacher Corps
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Inservice Education
2. Educational Environment
3. Governance

AUDS School administrators, classroom teachers (elementary and secondary), and teacher educators.

INOV "The Steering Committee: Its role and function in the Murray State University/Hopkinsville Middle School responsive inservice education program" (a program guide).

EFFT Highly effective; attitude survey reported in material.

IMPL Can be adopted or adapted for entire school system or for one school.

COST Cost of program guide.

SERV Training workshops negotiable.

CALL Jerome C. Hainsworth,
Director, Teacher Corps
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Inservice Education
2. Field Experience Programs
2. Decision Making

AUDS Teacher educators, school administrators, and classroom teachers.

INOV A responsive inservice graduate education model that brings together the perceptions and background of inservice teachers and the knowledge and experiences of the university in such a way that meaningful, relevant, and legitimate programs or graduate inservices education are implemented.

EFFT Highly effective; pilot-testing during 1976-77 in Hopkinsville Middle School.

IMPL Can be adopted or adapted by a department of education or school district or by an individual school. A series of workshops is recommended.

COST Cost of program guide.

SERV Training workshops negotiable.

CALL Jerome C. Hainsworth
Director, Teacher Corps
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Field Experience Programs
2. Teacher Education
3. Inservice Education

AUDS Administrators of field-based programs, professors (elementary and secondary), inservice leaders, and classroom teachers.

INOV "The Murray State University Professional Materials System: The concept of flexible support for responsive inservice education" (a program guide).

EFFT Pilot-tested during the 1976-77 school year in Hopkinsville Middle School and Murray State University.

IMPL Can be adopted or adapted by a department of education or by either school district or an individual school.

COST Cost of program guide.

SERV Training workshops negotiable.

CALL Gary Schroeder
Department of Instruction and Learning
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Inservice Education
2. Field Experience Programs
3. Educational Environment

AUDS Teacher educators, school administrators, and classroom teachers.

INOV "Beyond Field-Based Teacher Education: the concept of responsive inservice education" (a program guide).

EFFT Highly effective; pilot-tested during 1976-77 in the Hopkinsville Middle School.

IMPL Can be adopted or adapted by a department of education or school district or by an individual school. A series of workshops is recommended.

COST Cost of program guide.

SERV Workshops negotiable.

CALL Gary Schroeder
Department of Instruction and Learning
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC
1. Program Development
2. Inservice Education
3. Field Experience Programs
4. Staff Improvement

AUDS Teacher educators, school administrators, and classroom teachers.

INOV "Perspectives on Development: in the overall process of demonstration" (a program guide).

EFFT Highly effective; pilot-tested during the Tenth Cycle Teacher Corps Project at Murray State University/Hopkinsville Middle School.

IMPL Can be adopted or adapted by department of education or school district or by individual school.

COST Cost of program guide.

SERV Workshops negotiable.

CALL Bill Price
Department of Instruction and Learning
Murray State University
Murray, Kentucky 42071
(502) 762-2500

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC
1. Program Development
2. Staff Improvement
3. Field Experience Programs
4. Inservice Education

AUDS Teacher educators, school administrators, classroom teachers.

INOV "An Exploration in Management and Demonstration" (a program guide).

The purpose of the Murray State University management by objectives and demonstration system is shown. The concepts derived from the Murray State University Teacher Corps program may be operationalized into working understandings about management and demonstration, and to provide an example of forms and procedures derived from these understandings.

EFFT Highly effective; pilot-testing during the Tenth Cycle Teacher Corps project at Murray State University/Hopkinsville Middle School.

IMPL Can be adopted by any department of education.

COST Cost of program guide.

SERV Workshops are negotiable.

CALL Gary Schroeder
Department of Instruction and Learning
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC 1. Program Development
2. Staff Improvement
3. Field Experience Programs
4. Inservice Education

AUDS Teacher educators, school administrators, classroom teachers.

INOV "An Exploration in Management and Demonstration" (a program guide).

The purpose of the Murray State University management by objectives and demonstration system is shown. The concepts derived from the Murray State University Teacher Corps program may be operationalized into working understandings about management and demonstration, and to provide an example of forms and procedures derived from these understandings.

EFFT Highly effective; pilot-testing during the Tenth Cycle Teacher Corps project at Murray State University/Hopkinsville Middle School.

IMPL Can be adopted by any department of education.

COST Cost of program guide.

SERV Workshops are negotiable.

CALL Gary Schroeder
Department of Instruction and Learning
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Murray State University (Murray, KY) and Henry County Public Schools (Paris, TN) Teacher Corps Project

DESC
1. Staff Improvement
2. Program Development
3. Educational Environment
4. Inservice Education

AUDS Teacher educators, school administrators, and classroom teachers.

INOV "PIE Cycles: Planning - Implementing Evaluation Format for Teacher Change and Public School Renewal" (a program guide): Includes experimental teacher units and management systems for maximizing students' talents.

EFFT Highly effective; pilot-tested during the Tenth Cycle Teacher Corps project at Murray State University/Hopkinsville Middle School.

IMPL Can be adopted by an entire school district or by an individual school.

COST Cost of program guide.

SERV Workshops negotiable.

CALL Jerome Hainsworth
Director, Teacher Corps
Murray State University
Murray, Kentucky 42071
(502) 762-6343

PROJ Grambling State University and Natchitoches (LA) Public School System Teacher Corps Project

DESC
1. Staff Improvement
2. Diagnostic Teaching
3. Community Education
4. Inservice Education
5. Field Experience Programs

AUDS School administrators, site school classroom teachers, teacher educators, teacher aides, parents, and all teachers in the school district.

INOV Staff improvement through inservice education.

A program designed to help LEA teachers and IHE professors learn to teach more effectively. Over a period of time better instructional processes, practices and products should foster higher academic achievement among all students. Appropriate attention is given to subject matter as well as to the proper utilization of human and material enrichment resources.

EFFT Increased knowledge of relevant learning theory and know-how has been documented.

IMPL The adopter determines how staff development can be demonstrated and disseminated.

COST "Inservice Education for Reading in Content Area" is free of cost.

SERV Workshops, mini-courses and intervisitation trips upon request

CALL Alice B. Smith
Director, Teacher Corps
Grambling State University
P. O. Box 312
Grambling, Louisiana 71245
(318) 247-6941 Ext. 509

PROJ University of New Orleans and New Orleans (LA) Public Schools Teacher Corps Project

DESC 1. Community Education
2. Community
3. Governing Boards

AUDS School administrators, teachers, community groups and higher education personnel.

INOV Utilization and coordination of existing community resources through a representative city-wide task force.

The functions of the task force are to: provide parity in education through elected community councils, develop and identify leadership through community-wide elections, and encourage ongoing involvement and decision-making through representative governing boards; i.e. IHE, LEA, community and teacher union.

Presently being implemented in an urban central city (New Orleans, LA). LOAN Teacher Corps Network endorsement, October 1979.

IMPL Community education program and elected community council can be adopted by an entire school district or an individual school. Governing boards can be adopted by an entire school district or an individual school.

COST Negotiable, depending on the degree of participation and involvement expected.

SERV At the present time, since we are in the first year of our project, adopter services have not been finalized.

CALL Caroline Dotson
College of Education
University of New Orleans, Lakefront
New Orleans, Louisiana 70122
(504) 283-0649

-or-

Lyn C. Ledbetter
Director, Teacher Corps
College of Education
University of New Orleans, Lakefront
New Orleans, Louisiana 70122
(504) 283-0649

PROJ Michigan State University and Lansing School District Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Decision Making

AUDS School administrators, teachers, and teacher educators (elementary and secondary).

INOV Description of strategies for the improvement of school learning climate.

A guide for the involvement of university, school and community personnel to improve the school learning climate.

EFFT Pilot-testing during the 1980-81 school year in Teacher Corps project schools in Lansing, Michigan.

IMPL Information available after pilot.

COST To be negotiated.

SERV Paper available at cost: "Coming to Terms with Terms, or Say What You Mean and Mean What You Say," Lawrence Lezotte et al; a description of the collaborative process which leads to definition of terms related to school learning climate.

CALL Lawrence Lezotte
Teacher Corps Project
Michigan State University
College of Education
204 Erickson Hall
East Lansing, Michigan 48824
(517) 353-8763

PROJ Michigan State University and Lansing School District Teacher Corps Project

DESC 1. Teacher Education
2. Inservice Education
3. Preservice Education

AUDS Professional development leaders, teacher educators, and classroom teachers.

INOV Paper: "Multiple Delivery Systems for Integrated Preservice and Inservice Professional Development."

Paper describes conditions necessary for and variety of school based delivery systems successfully implemented.

EFFT Data in process of analysis. Preliminary findings indicate increased performance on part of inservice teachers and pupils.

IMPL Can be adopted or adapted by a school system or building, working closely with a college of education. Preservice teachers must have knowledge and skills necessary to release inservice teachers for professional development.

COST Commitment to collaborative work between schools, university, education associations and state departments of education.

SERV Information and/or adaptation workshops can be negotiated.

CALL Joyce Putnam
Director, Teacher Corps
Michigan State University
College of Education
204 Erickson Hall
East Lansing, Michigan 48824
(517) 353-8763

PROJ Michigan State University and Lansing School District Teacher Corps Project

DESC 1. Community
2. Teacher Education
3. Field Experience Programs

AUDS Teachers, teacher educators, administrators, and community organizations.

INOV A center for community and school learning.

Identification of community and school needs, types of involvement related to schooling, and vehicles for implementation. Collaborative involvement of school, community and university.

EFFT Project in early stages of development. Pilot project initiated during 1980-81 school year.

IMPL Can be implemented by a feeder system, single school building, or district.

COST Information available at end of pilot data analysis.

SERV Training workshops will be negotiable.

CALL Joyce Putnam
Director, Teacher Corps
Michigan State University
College of Education
204 Erickson Hall
East Lansing, Michigan 48824
(517) 353-8763

PROJ Michigan State University and Lansing School District Teacher Corps Project

DESC 1. Teacher Education
2. Inservice Education
3. Demonstrations

AUDS Teachers, teacher educators, counselors, school counselors, and principals.

INOV A program designed to assist teachers in coping with the stress related to their role in the classroom.

Teachers are trained to cope with stress through the use of two techniques: 1) biofeedback training and 2) cognitive restructuring. The biofeedback training involves learning a relaxation response through the monitoring and feedback of physiological functioning. Cognitive restructuring trains teachers to assess and change their thinking about stressful situations. Both techniques can be implemented in an individual or group situation.

EFFT Presently being implemented in urban elementary, middle, and high schools. All teachers report benefit from training and all would recommend training to other teachers. Findings from data analysis available later.

IMPL Training can be adapted to any number of teachers from diverse schools. Teacher participation should be on a voluntary basis. A trainer is needed to conduct group or individual sessions.

COST EMG biofeedback equipment can be leased or purchased, depending on individual needs. A trainer to participant ratio of 1 trainer for every 12 participants is desirable.

SERV A three-hour awareness session with opportunity for intensive individual or group follow up, is possible. Follow up is designed for one hour per week over a five week period.

CALL Richard Day
Teacher Corps Project
Michigan State University
College of Education
240 Erickson Hall
East Lansing, Michigan 48824
(517) 353-4348

PROJ Michigan State University and Lansing School District Teacher Corps Project

DESC 1. Staff Improvement
2. Teacher Education
3. Preservice Education

AUDS Student teachers, teacher educators, educational counselors, student teacher supervisors.

INOV Training procedures intended to reduce stress levels of preservice teachers.

Two treatments for reducing preservice teacher stress were studied. Treatment one was electromuyograph (EMG) biofeedback treatment; two was stress innoculation training, a form of cognitive behavior management. The effectiveness of these treatments was measured by comparing four pre- and post-treatment measures (blood pressure, skin temperature, and Teaching Anxiety Scale, and the Taylor Manifest Anxiety Scale) in the treatment groups with a contract group.

EFFT Project completed, data being analyzed. Preliminary data indicates reductions in systolic and diastolic blood pressures, and anxiety as related specifically to the teaching setting.

IMPL The training can be adopted for preservice teacher education. Participation should be on a voluntary basis. A facilitator is needed to train existing personnel who could then conduct stress management training.

COST Cost is minimal and services can be delivered by program personnel. Purchase of biofeedback equipment is useful though not absolutely necessary.

SERV A two-day training workshop can be provided at adapter site and expense.

CALL Pat Lustman
Teacher Corps Project
Michigan State University
College of Education
204 Erickson Hall
East Lansing, Michigan 48824
(517) 349-1698

PROJ Michigan State University and Lansing School District Teacher Teacher Corps Project

DESC 1. Content Reading
2. Developmental Reading
3. Teacher Education

AUDS Teachers, teacher educators, and student teachers.

INOV Development of instructional strategies and procedures for reading in the content area for teachers and parents.

Parents will be offered a series of workshops that focus on: 1) strategies and techniques to encourage use of reading skills at home; and 2) training to become volunteer aides to work with those students needing individualized assistance in content area reading. Teachers will be offered a series of workshops that focus on: 1) strategies and techniques to develop reading in the content area and; 2) training to become teacher collaborators who will work with peer teachers in program development.

EFFT Pilot study during 1980-81 school year.

IMPL Information available after completion of pilot.

COST Not known as yet.

SERV Consultant and workshop.

CALL Joyce Putnam
Director, Teacher Corps
Michigan State University
College of Education
204 Erickson Hall
East Lansing, Michigan 48824
ATTN: Reading Component
(517) 353-8763

PROJ Oakland University (Rochester) and Farmington (MI) Public Schools Teacher Corps Project

DESC 1. Teacher Education
2. Preservice Education
3. Inservice Education

AUDS Master's degree students and sixth-year students.

INOV Youth advocacy concentration within the MAT in Curriculum, Instruction and Supervision.

This area concentrates on legal, diagnostic, labeling, legislative, and other critical issues in providing less restricted environments and programs of prevention, educational intervention, and reintegration of troubled youth.

EFFT Not available at this time.

IMPL Commitment of the department of education, approval by the committee on instruction, and approval by university as a concentration.

COST Faculty to staff one or two additional course offerings each year.

SERV Consultation on program and references of available curriculum materials.

CALL Jacqueline Lougheed
Director, Teacher Corps
Oakland University
421 Varner Hall
Rochester, Michigan 48063
(313) 377-3087 or (313) 377-3063
-or-
Linda Lentz

PROJ Oakland University (Rochester) and Farmington (MI) Public Schools Teacher Corps Project

DESC 1. Governance
2. Educational Environment
3. Community

AUDS Decision-making groups.

INOV A model for developing meaningful collaboration.

The TORI Model was used for team-building with task groups. It was combined with self-evaluative measures in the areas of verbal interaction and perceptions of the task group. This combination resulted in evolving functional parity within the team and views of the team that were consistent across role groups.

EFFT All role groups increased in functional parity as a result of team building; articles have been published in "In-Service for Youth," etc.

IMPL Group facilitator for meetings and commitment to collaborative governance on the part of administrators, teachers, the community and students.

COST Released time for teachers, administrators and students to participate in decision making. Stipends for the group facilitator and for community participants.

SERV Consultation on monitoring of group growth. Articles available on effectiveness of the program.

CALL Jacqueline Lougheed
Director, Teacher Corps
Oakland University
421 Varner Hall
Rochester, Michigan 48063
(313) 377-3087 or (313) 377-3063
-or-
Linda Lentz

PROJ Oakland University (Rochester) and Farmington (MI) Public Schools Teacher Corps Project

DESC 1. Governance
2. Governing Boards
3. Decision Making

AUDS Educational administrators.

INOV Organizational plan to foster broad-based governance.

The organizational plan includes involvement of students, teachers, community, LEA administration and IHE representatives at its foundation. Representatives of each of these groups participate in each higher level of the plan until it culminates with the policy board, which has a membership of the principal decision makers of the LEA, IHE and community.

EFFT Not available at this time.

IMPL Commitment to involvement of students, community, and teachers as well as IHE and LEA administration in the decision-making process.

COST Released time for staff and students to participate in meetings. Renumeration for community participants.

SERV Consultation.

CALL Jacqueline Lougheed
Director, Teacher Corps
Oakland University
421 Varner Hall
Rochester, Michigan 48063
(313) 377-3087 or (313) 377-3063
-or-
Linda Lentz

PROJ Oakland University (Rochester) and Farmington (MI) Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Low Income Groups
3. Diagnostic Teaching

AUDS High school students who are potential dropouts or who have dropped out and are returning to school.

INOV An educational support program to prevent or reintegrate high school dropouts into the mainstream.

Former high school dropouts were given support to facilitate their reentry and reintegration into the traditional high school. Support included: individualized program planning, preregistration for classes, personal counseling by a staff member and a concerned community member, monitoring of attendance, liaison between student and teachers and/or administration, and a class bringing the group together to focus on who they are, where they are and where they're headed.

EFFT Attendance improved (6 class hours/semester); failing grades decreased by 20%; and 69% of returning students completed a semester after returning to school.

IMPL Commitment of one school or an entire district. A facilitator to work with students via classroom instruction, counseling and liaison with subsystems of the school organization.

COST Space for meetings of 1 - 15 people. A facilitator on at least a 1/2 time basis. A variety of commercially available materials already found in most high schools.

SERV Site visitation to observe program in action. Training workshop at adopter site negotiable.

CALL Jacqueline Lougheed
Director, Teacher Corps
Oakland University
421 Varner Hall
Rochester, Michigan 48063
(313) 377-3087 or (313) 377-3063
-or-
Linda Lentz

PROJ Oakland University (Rochester) and Farmington (MI) Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Cross-cultural Studies
3. Low Income Groups

AUDS Junior high and senior high school students.

INOV An alternative education program to develop effective intra- and interpersonal relationship skills.

Youth experiencing difficulty in relating to their peers and adults were selected to participate in small groups meeting on a regular basis to develop achievement motivation, leadership skills and effective means of working with others. Several specific topics included are verbal and nonverbal communication, personal goal setting, the worlk as a pluralistic society.

EFFT Absenteeism was cut in half first semester of operation; satisfactory grades increased by 20%.

IMPL Commitment of one school or an entire district and a teacher on at least a part-time basis to provide counseling and instructional services.

COST Space for meetings of 1-15 people. A teacher on at least a 1/2 time basis. A variety of cmmercially available materials found in most junior high schools.

SERV Site visitation to observe program in action. Training workshop at adopter site negotiable.

CALL Jacqueline Lougheed
Director, Teacher Corps
Oakland University
421 Varner Hall
Rochester, Michigan 48063
(313) 377-3087 or (313) 377-3063
or
Linda Lentz

PROJ Mississippi Valley State University (Itta Bena) and Humphreys County School District (Belzoni) Teacher Corps Project

DESC 1. Educational Environment
2. Staff Improvement
3. Adoption

AUDS Teacher interns, teachers, and administrators at the site school, the IHE and the community at large.

INOV K-12 articulation: a process for program/inservice design.

The process used for K-12 articulation and program/inservice design is a process/practice used by this project that meets the needs of the LEA by providing continuity of inservice as well as program needs. K-12 articulation was accomplished by organizing a task force for each of the five schools. The task forces are responsible for facilitating the coordination and prioritization of needs for their respective schools. They are also responsible for designing plans of action to address those needs. The task forces meet as individual units as well as collectively to insure coordination and continuity of efforts and programs being designed for the inservice program.

EFFT The project is still in the planning year. However, the project staff has been continuously informed that the process/practice being used to design the inservice program is a direct, pragmatic way of meeting the specific needs of the LEA. The staff suggested that this method of articulation would be most beneficial to other schools with similar needs especially in the Delta region.

IMPL The process/practice of implementation is as follows: 1) select task force in each school to facilitate needs assessment; 2) select chairperson to meet with other task force chairpersons regarding program content, design and continuity; and 3) task forces develop program/inservice plan for the EPDS system of the Humphreys County School District (HCSD).

COST Major program cost would be for materials needed to facilitate program design. The faculty is given release time for all task force activities.

SERV The Mississippi Valley State University/HCSD Teacher Corps project is able to provide limited technical assistance to other school districts interested in implementing the process used to design the HCSD educational personnel development system.

CALL Dorothy Leflore
Director, Teacher Corps
Mississippi Valley State University
P. O. Box 100
Itta Bena, Mississippi 38941
(601) 254-9041

PROJ Saint Louis University and Saint Louis (MO) Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Educational Environment

AUDS Teachers, teacher educators, school administrators; elementary and secondary; preservice and inservice.

INOV A process which trains teachers to be trainers in individualized instruction.

The training program in individualized instruction has been designed for teachers and administrators who desire to initiate an individualized instructional program in their schools. The program, utilizing the Learning Opportunities for Teachers (LOFT) Workshop, provides training in methods of individualization, classroom management systems, and follow-up activities. A few of the goals of the Individualized Instruction Training Program are to develop: a process for continuous personnel development in individualized instruction; an increasingly individualized school program; gradual replacement of traditional educational texts by materials designed for use in individualized setting; increased sharing and teaming of teacher resources. LOFT training enables the participants to experience and evaluate six management systems currently used in education. These systems include a rigidly structured whole class approach through five other levels of instruction until the setting is highly individualized and open.

EFFT PLAINS Teacher Corps Network Validation, Summer 1979. Continuation of process over four years at initial site; positive reaction to program from parents and students.

IMPL 1) Provide training through LOFT Workshop (2 1/2 days); 2) Begin implementation of individualized strategies in classroom; 3) Offer training to new participants - former trainees become assistant trainers; 4) Further implement and assess program; and 5) Repeat steps 1-4 each year.

COST Start-up costs: first workshop - $600; second workshop $350;
LOFT materials - $500;
Support materials for workshop - $500; start-up cost per pupil to implement program: $15.00 above cost; current elementary program (350 students).

SERV No special funding available. Descriptive brochure and Implementation package available. LOFT workshop at adopter site is available. Cost negotiable.

CALL Sara Krull
Director, Teacher Corps
Saint Louis University
Saint Louis, Missouri 63103
(314) 658-2503

PROJ Saint Louis University and Saint Louis (MO) Public Schools Teacher Corps Project

DESC 1. Decision Making
2. Governance
3. Program Coordination

AUDS Teacher Corps projects, administrators, and program directors.

INOV A systematic approach to program planning.

A planning matrix was developed to provide a total view of the planning process. Across the top of the matrix are elements necessary to the planning process: needs assessment, objectives, delivery systems, governance, management, evaluation, demonstration and institutionalization. Program guidelines/areas of concern are listed in a column on the left side of the matrix. How each program guideline/area is affected by each of the planning elements is described on the matrix.

EFFT Piloted by the Saint Louis University Cycle XII Teacher Corps Program. Currently being used by the Saint Louis University/ Saint Louis Public Schools Program '79 Teacher Corps Program.

IMPL The matrix can be adopted/adapted by anyone interested in using it for program planning. No special training is needed. A paper is available which describes the matrix and its use.

COST No extra cost.

SERV No special funding available. A paper describing the matrix and its use is available. Consultation on adoption/adaptation may be negotiated.

CALL Sara Krull
Director, Teacher Corps
Saint Louis University
Department of Education
221 North Grand
Sant Louis, Missouri 63103
(314) 658-2503

PROJ Saint Louis University and Saint Louis (MO) Public Schools Teacher Corps Project

DESC 1. Community
2. Community Education
3. Program Development

AUDS Parents.

INOV A workshop which develops parenting skills.

This workshop will train parents in various ways to understand and help their children grow and develop academically and socially. Various topics ranging from child growth and development to helping children with homework will be discussed. Parents will experience various "learning centers" which can be set up in the home. Parents will be taught how then can create "learning center" at home for their children.

EFFT This workshop is currently in the process of being developed.

IMPL Not yet determined.

COST Not yet determined.

SERV No special funding available. Workshop at adopter site may be negotiated. Cost negotiable.

CALL Sara Krull
Director, Teacher Corps
Saint Louis University
Department of Education
221 North Grand
Saint Louis, Missouri 63103
(314) 658-2503

PROJ Rutgers University Graduate School of Education (New Brunswick) and New Jersey State Department of Education (Trenton) Teacher Corps Project

DESC
1. Educational Environment
2. Cross-cultural Training
3. Staff Improvement
4. Low Income Groups
5. Inservice Education

AUDS K-12 teachers (migrant-bilingual students).

INOV A training model for teachers of migrant-bilingual students.

EFFT No applicable now. Subject to field-testing.

IMPL Subject to field-testing.

COST Not known now.

SERV Not known now.

CALL E. C. Condon
Director, New Jersey Migrant-Bilingual
Education Project
10 Seminary Place
New Brunswick, New Jersey 08903
(201) 939-7588

PROJ Trenton State College and Trenton (NJ) Public Schools
Teacher Corps Project

DESC 1. Inservice Education
2. Educational Environment
3. Diagnostic Teaching

AUDS Elementary teachers.

INOV A comprehensive and systematic method for teaching reading comprehension skills.

The program provides for teaching 21 reading comprehension skills in blocks during regular reading instruction. Reading materials already on hand may be used in the program. Pretesting permits instruction to be given only in skills where students demonstrate weaknesses. Posttesting provides opportunities to chart pupil progress. Inservice training materials are available to provide teachers with knowledge about the reading comprehension skills and strategies for teaching them during the special time blocks.

EFFT 1) Presently being used in the Cycle 12 Target School; 2) research evidence of improved pupil achievement in reading comprehension.

IMPL The program can be adopted by an entire school district or by one school. The cooperation of the teaching staff and the support of the principal are essential. A facilitator knowledgeable about the reading comprehension skills is needed to train the staff. Special reading comprehension pupil learning materials and reading comprehension skills material resource room are optional.

COST Inservice teacher training materials on reading comprehension skills: two audio-slide tapes and simulation and performance kits. A wide variety of commercially available materials already found in most classrooms is also used. A facilitator is needed to provide inservice training - About $800. (If the district has a reading specialist or other staff member knowledgeable about the reading comprehension skills to guide two training sessions, there is no cost).

SERV Teacher training materials are available from the developer. Trainers are also available through the developer, if needed.

CALL John K. Walthew
Director, Teacher Corps
Trenton State College
Education Building - Room 379
Trenton, New Jersey 08648
(609) 771-2147

PROJ City College of New York and Office of Bilingual Education and Community School District 7 (Bronx, NY) Teacher Corps Program

DESC 1. Teacher Education
2. Cross-cultural Studies
3. Cross-cultural Training

AUDS Teacher educators, school administrators, and Teacher Corps projects; teacher inservice/staff development.

INOV A resource guide to bilingual/multicultural education.

This resource guide is intended to help interested people who are planning to provide staff development training in bilingual/multicultural awareness. The content and materials of the guide will orient the trainer with a process on how to provide training in bilingual/multicultural education. Samples of workshops with objectives and activities will be included in the guide. In addition, competencies will be identified for a bilingual/multicultural teacher, and resource material will be included.

EFFT Projected to be implemented in three inner city schools with an multiethnic population. Resource guide will be evaluated for its effectiveness in training.

IMPL A facilitator is needed to train existing personnel. The resource guide can be adopted by a district or school to provide inservice training in this area. The facilitator should have some expertise in bilingual/multicultural education.

COST Cost of training facilitator.

SERV Copies of resource guide will be disseminated.

CALL Mirian Acosta-Sing
Director, Teacher Corps
Intermediate School 184
778 Forest Avenue
Bronx, New York 10456
(212) 585-5742
(212) 926-6224-6225

PROJ Hofstra University (Hempstead) and Westbury (NY) Unified School District Teacher Corps Project

DESC 1. Community Education
2. Educational Environment
3. Adoption (Ideas)
4. Program Development

AUDS Parents, administrators, teachers, and support service personnel.

INOV Parent and Toddler Club.

A program for parents of preschool children conducted in school during school hours which provides adults with an opportunity to share common concerns and practical suggestions regarding young children, to become familiar with the school setting and staff, to discuss issues related to education and child-rearing with invited speakers and to develop leadership skills as they assume the roles of group leader and/or coordinator of programs. High school students, under supervision of qualified staff, have an opportunity to observe the development of young children (infancy through age four) while serving as assistant child caretakers during the parent group sessions.

EFFT Piloted during 1977-78 and 1978-79, in Hofstra/Westbury Cycle XII Teacher Corps Project. Presently being implemented in one early childhood center under direction of parent coordinators and school social worker.

IMPL Can be adopted or adapted for use in elementary and secondary schools. A weekly 1 1/2 - 2 hour session is recommended.

COST No additional cost to district if available staff are used and if parents assume responsibility for children's snacks.

SERV Training workshops in the greater New York area negotiable.

CALL Doris Fromberg
Director, Teacher Corps
Hofstra University
School of Education
Mason Hall
Hempstead, New York 11550
(516) 560-3555 or (516) 334-0043

PROJ Hofstra University (Hempstead) and Westbury (NY) Unified School District Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Decision Making

AUDS Classroom teachers, school administrators, teacher educators: elementary and secondary schools.

INOV "Instructional Module: Improving School Climate." A personalized inservice course.

A program guiding inservice teachers in their mastery of alternative strategies to build on children's strengths and techniques of classroom management. Content includes the development of classroom activities such as simulations and role playing; behavior management techniques; and personal feedback systems for students, teachers and administrators. Individuals will share projects developed in the two areas of personalized feedback and school climate (e.g. parent/community involvement and organizational innovations).

EFFT Pilot-testing will be conducted during 1980-81 in Teacher Corps Project Schools in Westbury, NY. The program was developed by teachers, teacher educators and community representatives.

IMPL Can be adopted or adapted for entire school district or by individual teachers. A series of five 2-hour sessions with an additional 5 hours allotted to independent projects is recommended.

COST Unit cost of program guides to be developed.

SERV Training workshops in greater the New York area negotiable.

CALL Doris Fromberg
Director, Teacher Corps
Hofstra University
School of Education
Mason Hall
Hempstead, New York 11550
(516) 560-3555 or (516) 334-0043

PROJ Hofstra University (Hempstead) and Westbury (NY) Unified School District Teacher Corps Project

DESC 1. Inservice Education
2. Cross-cultural Training
3. Diagnostic Teaching

AUDS Classroom teachers, school administrators, teacher educators: elementary and secondary schools.

INOV "Instructional Module: Basic Skills Applied to the Content Areas."

A program guiding inservice teachers in identifying concrete applications for basic skills such as writing, listening, connection-making, problem solving, research, study skills, measurement, and mapping skills. Content includes instruction in curriculum modification, the development of customized learning materials, and techniques for adapting selected curricular materials to individualized needs of students with regard to basic skills.

EFFT Pilot-testing will be conducted during 1980-81 in Teacher Corps Project Schools in Westbury, NY. The program was developed by teachers and teacher educators.

IMPL Can be adopted or adapted for entire school district or by individual teachers. A series of six 2-hour sessions with three additional hours allotted to independent projects is recommended.

COST Unit cost of program guides to be developed.

SERV Training workshops in the greater New York area negotiable.

CALL Doris Fromberg
Director, Teacher Corps
Hofstra University
School of Education
Mason Hall
Hempstead, New York 11550
(516) 560-3555 or (516) 334-0043

PROJ Hofstra University (Hempstead) and Westbury (NY) Unified School District Teacher Corps Project

DESC 1. Educational Environment
2. Staff Improvement
3. Inservice Education

AUDS School administrators, classroom teachers, teacher educators: elementary and secondary schools.

INOV "Instructional Module: Clinical Supervision for School Administrators."

A program for guiding school administrators in their mastery of clinical supervision, including gathering observational data, conducting pre- and post-observation conferences, developing suggestions for alternate teaching strategies and performing self-evaluation.

EFFT Piloted with central and building level administrators during 1979-80 in Teacher Corps Project Schools in Westbury, NY. Department chairpeople and teachers have subsequently requested training. Program developed by administrators and Teacher Corps project staff with consultation from Dr. Keith Acheson.

IMPL Can be adopted or adapted for use in entire school district or individual schools. A series of ten 2-hour sessions is recommended.

COST Acheson/Hansen study guide (cost on request)
Hofstra/Westbury Teacher Corps management system sheets.

SERV Training workshops in greater New York area negotiable.

CALL Doris Fromberg
Director, Teacher Corps
Hofstra University
School of Education
Mason Hall
Hempstead, NY 11550
(516) 560-3555 or (516) 334-0043

PROJ Fordham University (New York) and Community School District #10 (Bronx, NY) Teacher Corps Project

DESC 1. Community
2. Decision Making
3. Community Education

AUDS School boards, school administrators, and social agencies.

INOV Multilingual community outreach.

The elected community council was asked to conduct outreach into a multiethnic community exhibiting limited participation in school-community affairs. Community council election revealed an under-representation of active community minority group members. To offset this, the council chose to hire a number of foreign language speaking community liaisons and to develop a multilingual outreach program to each of the underrepresented segments of the community through publicity, meetings and direct personal contact.

EFFT Substantial participation of these language minorities in the planning activities of the council.

IMPL Personnel and publicity.

COST Personnel, $5,000; publicity, $500.

SERV Technical assistance in sensitizing the community council to multicultural issues with regard to administrative practices.

CALL Sheldon Marcus
Director, Teacher Corps
Fordham University
113 West 60th Street
New York, New York 10023
(212) 841-5529, 5572
-or-
Stephen F. Kepner

PROJ Fordham University (New York) and Community School District #10 (Bronx, NY) Teacher Corps Project

DESC 1. Inservice Education
2. Teacher Education
3. Community Education
4. Staff Improvement

AUDS Elementary school teachers, principals, and parents.

INOV Teaching media literacy: An inservice course on teaching the meaning of media.

Teachers receive a curriculum on media and training pertinent to its implementation. This curriculum will encompass technical aspects of media production, its legitimate uses as a form of information diffusion and social persuasion, as well as its abuses.

EFFT This program is built on the shared wisdom of faculty in the schools, concerned parents and university personnel.

IMPL Faculty to implement training.

COST Training, $1,800; materials, $250; brodcasting facilities, $3,600.

SERV Curriculum materials and technical assistance.

CALL Rita Brause
Division of Curriculum and Teaching
Fordham University
Graduate School of Education
113 West 60th Street
New York, New York 10023
(212) 841-5529, 5572

PROJ Fordham University (New York) and Community School District #10 (Bronx, NY) Teacher Corps Project

DESC 1. Teacher Education
2. Staff Improvement
3. Decision Making

AUDS School administrators, evaluators, and policy makers.

INOV Procedures and instruments for documentation of planning.

Planning is defined as a process of decision making. In education, decision making is conceived as mediating among four values pertaining to education: 1) personal and intellectual growth of the student, 2) provision to society of competent citizens and workers, 3) professional development of faculty and staff, and 4) promulgation of traditional standards of wisdom. Instruments to code information, motivation and forms of influence and group process have been adopted from research instruments to document these tributary processes.

EFFT This approach has clarified reporting and discussion within Project LAB.

IMPL Training in conceptual bases; instrumentation.

COST Training, $400; instrumentation, $200.

SERV Instrumentation and accompanying manuals; technical assistance.

CALL Mark Seglin
Teacher Corps
Fordham University
113 West 60th Street
New York, New York 10023
(212) 841-5529, 5572

PROJ Fordham University (New York) and Community School District #10 (Bronx, NY) Teacher Corps Project

DESC
1. Community Education
2. Field Experience Programs
3. Cross-cultural Studies
4. Governance

AUDS School boards, school administrators, community colleges, and school agencies.

INOV A collaborative planning of community education in a multicultural community.

The community education component of Teacher Corps project was planned by the elected community council consisting of two representatives from each school attendance area. Community liaisons were hired to facilitate communication with the large number of foreign-language speaking communities that comprise the community. Materials were reproduced in five languages and decision-making meetings were held to select courses to be implemented.

EFFT Larger than usual turn-out of foreign speaking minorities at meetings. Broad and coherent consensus on needs to be addressed in planning.

IMPL Multilingual competencies, distribution capabilities, and effective community leaders.

COST Paid community liaisons, $5,000; publicity costs, $500; refreshments, $200.

SERV Technical assistance and prototypes of publicity materials used to reach Hispanic, Korean, Albanian and Serbo-Croation populations.

CALL
Stephen F. Wepner
Teacher Corps
Fordham University
113 West 60th Street
New York, New York 10023
(212) 841-5529, 5572

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Diagnostic Teaching
2. Community Education
3. Staff Improvement

AUDS Parents and students; elementary school (kindergarten - fifth grade).

INOV Utilization of volunteer adults in an Organized and Expansive Tutoring Program (OVIP).

Project OVIP is a formalized volunteer tutoring program which provides highly structured and systematic training in: 1) understanding children's behavior, 2) communicating with children, 3) applying natural and logical consequences and, 4) implementing a formalized method of instructional assistance (Directive Teaching Instructional Management System - DTIMS). This training enables program participants to serve as tutors in an elementary school setting. Training provided for the volunteers ensures that they develop not only those skills needed to formally assess and remediate students who are in need of academic assistance, but also interpersonal skills and insights needed to create a positive relationship with the student.

EFFT Presently being implemented in two elementary schools. Documentation and evaluation of the program is in progress.

IMPL The program can be adopted by an entire school district or by one school. Teachers' as well as parents' participation should be on a voluntary basis. A facilitator may be needed to train adopting school district personnel. This will vary depending on the functional familiarity district implementers possess relative to the basic program components.

COST (1) Directive Teaching Management System - $260.00 per building;
(2) Parent Handbook - $4.00 per volunteer;
(3) Leaders Manual - $14.00 per group leader;
(4) Organized Volunteer Instructional Handbook - $25.00 per building;
(5) Consultant fee optional, depending on need for consultants.

SERV Program developers are available to conduct awareness sessions. A two-day training workshop at the adopter site may be negotiated.

CALL Glenn R. Carlton-or-Harvey Nesser
School Psychologists
South-Western City Schools
2975 Kingston Avenue
Grove City, Ohio 43123
(614) 875-2318

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Educational Environment
2. Community Education
3. Decision Making

AUDS Parents of preschool children, teachers, and administrators.

INOV A set of home-based learning packets to develop kindergarten skills.

A set of home-based learning packets to enable parents to foster various kindergarten skills with their young children has been developed. The packets include activities in the following areas: language development, socioemotional development, visual and auditory discrimination, colors, numbers, body parts, TV watching, fine and gross motor development. The program includes training for the parents on the effective use of the materials.

EFFT Presently being developed for implementation beginning in May, 1980.

IMPL The program can be adopted by an entire school district or by one school. A facilitator is needed to train school personnel who will be involved in implementation.

COST Purchase of the packets - cost unknown at this time.
Training costs - unknown at this time.

SERV A one-day training workshop at adopter site may be negotiated.

CALL Evelyn B. Freeman
Director, Teacher Corps
Ohio State University
202 Arps Hall
1945 North High Street
Columbus, Ohio 43210
(614) 422-0743

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Educational Environment
2. Teacher Education
3. Staff Improvement

AUDS Elementary students and all members of the school setting.

INOV A positive reinforcement plan to improve student attendance.

This plan consists of a variety of reinforcements for good attendance given to both individuals and groups at various times during the school year; each week, month, nine weeks and semester, as well as at the end of the year. A list of students with poor attendance is kept. The parents of these students are contacted frequently.

EFFT Presently being implemented in one elementary school. Initial evaluation will be completed June, 1980.

IMPL Can be adopted by an entire school system or by one school. Teacher and staff participation is essential and requires minimal time. A coordinator is needed to supervise the implementation of the plan. A committee is needed to develop the plan.

COST Dependent on type of reinforcements chosen.

SERV A description of the program is available upon request.

CALL Kristine Hickman
West Franklin Elementary
3501 Briggs Road
Columbus, Ohio 43204
(614) 279-0646

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Cross-cultural Studies
2. Cross-cultural Training
3. Teacher Education

AUDS Teachers, teacher educators, and school administrators; levels K-12.

INOV A K-12 resource guide of activities in multicultural education.

A K-12 curriculum resource guide for teachers in providing education that is multicultural has been developed. The guide includes a conceptual framework and specific activity plans in an easily implemented format in four main areas: 1) perception and multicultural awareness; 2) prejudice and stereotyping; 3) ethnicity and; 4) handicappism. It also includes discussion of inservice activities for teachers, suggestions for community involvement, and a bibliography of resources.

EFFT Presently being implemented in four Teacher Corps project schools (two elementary, one middle, one high school). Evaluation instrument being developed.

IMPL Can be adopted by an entire school district or by one school. Teacher participation should be on a voluntary basis. A facilitator is needed to train existing school personnel, specialists, parents, etc.

COST Purchase of resource guide cost unknown at this time. Purchase of supplemental materials dependent on local needs.

SERV A one day training workshop at adopter site may be negotiated.

CALL Evelyn B. Freeman
Director, Teacher Corps
Ohio State University
202 Arps Hall
1945 North High Street
Columbus, Ohio 43210
(614) 422-0743

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Decision making
2. Governing Boards
3. Governance

AUDS Federally funded projects, school system administrators, teacher educators, state department of education.

INOV A collaborative governance model for shared decision making of an educational project.

This innovation describes the process used by a Teacher Corps project to develop and implement a model of collaborative governance for shared decision making. It highlights the formation and maintenance of trusting relationships among all participants. It includes a discussion of the continuous refinement and operation of the model.

EFFT Presently being implemented in the Ohio State University/South-Western City Schools Teacher Corps project. Documentation and evaluation of the model are currently in progress.

IMPL May be adopted by a single school, school district, university or state department of education, or community agency

COST Printing cost of model description unknown at this time.
A consultant is needed to assist with the initiation of model.

SERV A two-day training workshop at adopter site may be negotiated.

CALL Evelyn B. Freeman
Director, Teacher Corps
Ohio State University
202 Arps Hall
1945 North High Street
Columbus, Ohio 43210
(614) 422-0743

PROJ Ohio State University (Columbus) and South-Western City Schools (Grove City) Teacher Corps Project

DESC 1. Staff Improvement
2. Inservice Education
3. Inservice Programs

AUDS Teachers, teacher educators, and administrators

INOV A model for staff development for educational personnel.

This description of a staff development model for educational personnel provides a discussion of the planning, implementing, and evaluating of the program. The model itself includes collaborative governance, a variety of methods and approaches, and opportunities for teacher initiated activities.

EFFT Presently being implemented in the Ohio State University/South-Western City Schools Teacher Corps Project. Evaluation in progress.

IMPL The program should be adopted by an entire school district. Teacher participation should be on voluntary basis. A facilitator is needed to assist with planning.

COST Dependent on extent of implementation.

SERV A three-day consultation for on site assistance at adopter site may be negotiated.

CALL Evelyn B. Freeman
Director, Teacher Corps
Ohio State University
202 Arps Hall
1945 North High Street
Columbus, Ohio 43210
(614) 422-0743

PROJ Villanova University and Interboro School District (Prospect Park, PA) Teacher Corps Project

DESC 1. Community Education
2. Field Experience Programs
3. Inservice Education

AUDS Students, teachers, counselors, and university instructors; elementary and secondary levels; all student ability levels.

INOV A K-12 community-based career education program.

A career education program which relys on the local economic community to supplement and support classroom instruction. Emphasis is placed on coordination and development of community resources. School staff is trained in resource recruitment, development and utilization.

EFFT Listing in NDN. Reduction in student absenteeism.

IMPL The program can be adopted and adapted by an entire school district or by one school. Teacher/counselor participation should be on a voluntary basis. A facilitator is needed to train implementation personnel.

COST Depends upon level of implementation.

SERV Negotiable.

CALL Thomas D. Treacy
Director, Teacher Corps
Interboro High School
16th and Amosland Avenue
Prospect Park, Pennsylvania 19076
(215) 461-6700 Ext. 59

PROJ Black Hills State College (Spearfish) and Little Wound School (Kyle, SD) Teacher Corps Project

DESC 1. Educational Environment
2. Governing Boards
3. Cross-cultural Studies

AUDS Teachers, administrators, and teacher educators; elementary and secondary schools.

INOV A comprehensive plan for the improved effectiveness of the entire K-12 system.

In 1976, for the first time, the local elected school board had a contract with the BIA to "own" the school. The average student at Little Wound School was three years behind the national averages in math and reading skills. Attendance was by far the most difficult problem the school faced. It was not uncommon on certain days for more than fifty percent of the students to be absent. A comprehensive plan mapped out objectives and goals for the Little Wound School to follow in order to reach a desired level of student outcomes. The comprehensive plan correlates with the goals and objectives of the Teacher Corps Program.

EFFT Plan developed Summer of 1977. Reviewed and updated Fall, 1978. Presently being implemented. Under this comprehensive plan, student outcomes were developed. Student and teacher handbooks were also generated.

IMPL Can be adopted by an entire school district or by one school. A workshop (5-8) days in length will be required. The administrators, school board members, support staff, community council, parents and students should all be actively involved.

COST The costs will vary with each program. There will be consultant fees $100.00 per day for one or two consultants, plus travel for five to eight days for one or two facilitators. It is an ongoing process rather than a packaged program. There could be discretionary inservice costs: teacher stipends, for example.

SERV A five to eight day planning session at adopter site may be negotiated.

CALL Mitch Chapel
Director, Teacher Corps
Black Hills State College
Spearfish, South Dakota 57783
(605) 642-6156

-or- Richard Albers, Superintendent
Little Wound School
Kyle, South Dakota 57752
(605) 455-2461

PROJ Black Hills State College (Spearfish) and Little Wound School (Kyle, SD) Teacher Corp Project

DESC 1. Inservice Education
2. Decision Making
3. Staff Improvement

AUDS Teachers, teacher aids, administrators and support staff.

INOV Establishment and maintenance of a teachers' center.

The purposes of the teachers' center are: 1) promoting individual professional growth, 2) providing a working/relaxing place for the professional staff, and 3) providing a focal point for school wide programs (e.g. staff development activities that involve a large percentage of staff members). The teachers' center is a result of the inservice planning. The inservice was teacher-initiated and designed to follow the comprehensive plan in meeting mutual goals and objectives. Each year a plan is developed for inservice. Each month there is a separate theme that the inservice training follows; language arts, for example. With the elementary (K-6) programs training material is consistent from one level to the next.

EFFT Ongoing monthly inservice training sessions for all staff. Staff at each grade level is developing a curriculum guide for their level. The staff are receiving training in order to implement the curriculum guidelines.

IMPL A comprehensive plan needs to be adequately established if it is to be effective. The teachers must feel ownership so that they are not being forced to accept this concept. The administrators and teachers must collaborate on planning and implementing. Other educational resources need to be available (supplies, books, etc.). An area (room) has to be designated.

COST Minimal - two days consultant fees $100.00 per day plus travel. The major costs of adopting this program will vary with each school.

SERV A two-day training and planning session at adopter site may be negotiated.

CALL Terry Albers
Teacher Corps
Little Wound School
Kyle, South Dakota 57752
(605) 455-2461

-or-

Steve Langley
Little Wound School
Kyle, South Dakota 57752
(605) 455-2461

PROJ Black Hills State College (Spearfish) and Little Wound School (Kyle, SD) Teacher Corps Project

DESC 1. Preservice Education
2. Field Experience Program
3. Decision Making

AUDS Interns.

INOV Professional growth plans developed by each intern.

This is a competency-based/field-based degree program. Interns write professional development growth plans based upon: 1) their strengths as identified by the selection research incorporated teacher perceiver instrument; 2) their needs as identified by the competency assessment; 3) Little Wound School students' needs and; 4) personal areas of concern. These plans include a narrative, goals, objectives, rationale for each objective, and activities to meet objectives and evaluations. Activities can include regular college classes, research, workshops, conferences, or whatever the intern feels is needed to complete an objective. Program planners and principals select appropriate teaching experiences for each intern so that he/she: 1) is able to meet his/her professional growth plan and 2) helps the Little Wound staff to meet student needs.

EFFT This program has graduated approximately 115 undergraduate interns over the past nine years.

IMPL A comprehensive planning workshop for all interns must be conducted so that they will gain the skills necessary to plan for their own professional growth. The IHE, in collaboration with teachers and teacher interns, will plan individual and group professional development activities designed to meet the needs of interns as identified in their professional growth plan.

COST Dictated by local college policy and cost.

SERV A one-to two-day training session at adopter site or this site may be negotiated.

CALL Mitch Chapel
Director, Teacher Corps
Black Hills State College
Spearfish, South Dakota 57783
(605) 642-6156

-or-

Terry Albers
Teacher Corps
Little Wound School
Kyle, South Dakota 57752
(605) 455-2461

PROJ Memphis State University and Memphis (TN) City School Board of Education Teacher Corps Project

DESC 1. Community Education
2. Decision Making
3. Teacher Education

AUDS Planned for but not restricted to parents and teachers of secondary school students.

INOV Career awareness, exploration, information and planning program.

Eight sessions give parents and interested teachers opportunity to become involved in exploring opportunities for careers their children might want to pursue. The program not only provides parents with information to use in guiding their teenagers, but offers new options to parents as well. It also provides parents with communication skills necessary to assist them in sharing their concerns with their adolescent children.

EFFT Presently being implemented with parents from four inner city schools.

IMPL Can be adopted by individual secondary schools or by an entire school district.

COST Costs involved are for instruction and materials. Could be done most economically with guidance counselor already on-staff providing instruction.

SERV Inquiries welcome.

CALL Bruce Walker, Director
Director, Teacher Corps
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

-or- Joyce Young
Department of Guidance and Personnel Services
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Preservice Education
2. Teacher Education
3. Low Income Groups

AUDS Colleges of education, education majors and preservice personnel.

INOV Required education courses offered in a block, on site, in an inner city, low-income-area school.

The University, in cooperation with Local Education Agency, offered opportunity to sophomore-level students who had not yet had any of the three required introductory education courses to take all three in a nine hour block Monday and Wednesday mornings from 8:30-12:15 am on site at an elementary school in an inner-city, low income area. The three courses are "Foundations of Education and Developmental Thought and Practice," "Introduction to Exceptional Children," and "Human Growth and Development." This nine-hour block is taught by three instructors and has been designed to: 1) provide an alternative offering of the three core professional courses involving interdisciplinary and team teaching; 2) provide an integrated approach to the introductory courses required of all students seeking teacher certification; 3) merge educational theory with the on-going processes of education provided in an urban educational laboratory; 4) provide reality-based preservice learning experiences related to multicultural educational processes available in the urban educational setting.

EFFT Program being implemented this semester. Pre- and posttests of attitudes are being administered. University faculty who were somewhat skeptical before implementation now, midway into the semester, are very enthusiastic.

IMPL Cooperation of an institution of higher education and Local Education Agency.

COST Cost covered by participants paying tuition and project paying local travel to IHE faculty.

SERV Inquiries welcome.

CALL Bruce Walker,
Director, Teacher Corps
-or-
Dean Butler, Foundations of Education
-or-
Mark Wasicsko, Foundations of Education
-or-
Jane Barss
Special Education
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Low Income Groups

AUDS Colleges of education, universities, school administrators, and teachers.

INOV An interdisciplinary graduate studies program taught by departments of anthropology, geography and biology.

Provides masters level candidates a well structured collateral program outside the College of Education as well as providing other inservice teachers the opportunity to develop an understanding of environmental concepts and processes; to assess urban resources in the city/county area, and to encourage curriculum directors and teachers to implement environmental education programs in their classrooms. Attention is given to the interaction between ecological, anthropological and physical factors in our urban area. The initial course is a seminar in urban anthropology, taught on site in an urban low income area school. The class includes visits to many areas of the community. In addition, a variety of resource people will visit the class. This project will demonstrate an effective collaborative model between the College of Education and the Colleges of Art and Sciences, as well as between the institution of higher education and the community it serves.

EFFT First course being taught this semester to capacity (25) enrollment.

IMPL Cooperative effort among four departments of the University with the Department of Curriculum & Instruction taking the lead. Includes Departments of Anthropology, Biology, and Geography.

COST Tuition or cost of instruction plus local travel; selected maps, atlases, and aerial photographs of the impacted area.

SERV Inquiries welcome.

CALL Bruce Walker
Director, Teacher Corps
-or-
Ron Cleminson
Department of Curriculum & Instruction
-or-
Stan Hyland
Department of Anthropology
-or-
Neil Miller
Department of Biology
-or-
W.T. Mealor, Jr.
Department of Geography
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Inservice Education
2. Teacher Education
3. Field Experience Programs

AUDS Faculty in elementary, junior high and secondary schools.

INOV Field-based graduate-level classes on site in public schools.

Three or four graduate level courses are offered each semester on site after school from 3:30-6:15 pm in Teacher Corps target schools by IHE faculty. All courses offered, including "Teaching Reading in the Content Areas," "Introduction to Exceptional Children and Adults," "Supervision of Student Teaching," "Treatment of Reading Problems," "Tests and Measurements for Exceptional Children and Adults" have direct applicability to the participants' teaching activities. For instance, as class projects in "Teaching Reading in the Content Areas," participants organized paperback book clubs in their schools, organized peer tutoring groups, did readability studies on texts utilized in the classroom, and developed instructional materials for classroom use.

EFFT Instructors pre- and posttested attitudes and knowledge levels and these results are now being analyzed. Participation and attendance good.

IMPL Cooperation of institution of higher education faculty and Local Education Agency.

COST Local travel costs are the only expense when tuition is paid by participants.

SERV Inquiries welcome.

CALL Bruce Walker
Director, Teacher Corps
-or-
Lana McWilliams
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Diagnostic Teaching
2. Educational Environment
3. Teacher Education

AUDS Teachers and administrators.

INOV Prescriptive/diagnostic demonstration model to generate changes in academic environment that will provide more useful patterns for underachievers.

This program is designed to: 1) determine student behavior identified by teachers to be indicative of below normal academic achievement (below normal here refers to what each student ought to achieve based on their capabilities to earn an average "C" rating); 2) identify the predominant instructional strategies used by the teachers in the classroom where low achievement students are in attendance; 3) measure the following in each identified low achiever: (a) development level using Piaget levels, (b) learning style, (c) locus of control, Stanford Pre-school Internal-External Scale and Nowicki-Stickland Locus of Control Scale, (d) attendance patterns, (e) students' G.P.A., (f) students' perceptions of problems through interviews and, (g) students' reading and math scores from current achievement tests; 4) examine curricular materials used in classroom for reading level, concept density, developmental level, graphics, and use patterns of student and teacher. And, finally, to blend all data obtained into a pattern that suggests ways to change academic environment for the student so that achievement will improve.

EFFT Being implemented in the spring of 1980.

IMPL A university faculty member is supervising a graduate assistant in data collection and analysis. They together will work with students and teachers. In turn, teachers will learn to collect data and to correlate teaching strategies and curricular materials with learning styles of students. Thus teachers will look at the learning environment they have generated and its effectiveness with underachieving and other students.

COST Initial cost for university faculty member, graduate assistant, and materials.

SERV Inquiries welcome.

CALL Bruce Walker
Director, Teacher Corps
-or-
John Thompson
Department of Curriculum & Instruction
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Preservice Education
2. Field Experience Programs
3. Low Income Groups

AUDS Teacher educators and paraprofessionals.

INOV Preservice education leading to B.S. in education for teacher aides from low income areas.

Eight aides from community impacted by Teacher Corps target schools are in the second year of a preservice teacher preparation program that will lead to B.S. degree in education. Aides work in target schools 19 hours a week and participate in 9 semester hours of undergraduate college courses each semester. The program provides an opportunity for adults from inner city to get into mainstream of higher education. It is hoped that they will remain in community as teachers once they graduate and are certified.

EFFT Eight aides are still in the program in its second year. Four aides have left the program to take better paying jobs but are still in college. This semester one aide is no longer in the program or the college.

IMPL Cooperative effort with Local Education Agency. Could be implemented in any low-income-area school district.

COST Cost includes hourly wages to the aides plus tuition grants. Costs can be reduced if participants are eligible for Basic Educational Opportunity Grants, Work Study or other financial aid.

SERV Inquiries welcome.

CALL Bruce Walker
Director, Teacher Corps
-or-
Nancy Carlile
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ Memphis State University and Memphis (TN) City Schools Board of Education Teacher Corps Project

DESC 1. Community Education
2. Low Income Groups
3. Inservice Education

AUDS Parents, teachers and community workers.

INOV Behavior management workshop for parents.

A once-a-week for ten weeks class in behavior management (parenting skills) for parents of children in a low income area. Commercially prepared parent training programs, including Becher's Parents are Teachers; Wagonseller's The Art of Parenting; Denkmeyer's and McKay's Systematic Training for Effective Parenting; and Downing's Parent Training and Management Skills, will be integrated into the program to meet the specific needs of low income, inner city parents.

EFFT Presently being implemented. Base-line data is being collected on children of participants. Attitude and behavior changes in parents are also being monitored.

IMPL It is hoped that the program can be institutionalized through guidance counselors and local youth service and mental health workers who will be trained by university faculty.

COST Cost of instruction plus materials.

SERV Inquiries welcome. Paper on original needs assessment presented by George Etheridge at the Congress of Education in Vancouver, B.C., June 1979: "Home School Relations: Together We Stand or Divided We Fall," soon to be available as an Eric Document. Presentation, "Training for Inner City Parents in Child Rearing: Why Fried Chicken Franchises for Parenting Don't Work" will be made at the Urban South Conference, Norfolk State College, Norfolk, VA, March, 1980 by Dr. George Etheridge and Dr. Richard James.

CALL Bruce Walker
Director, Teacher Corps
-or-
George Etheridge
Department of Curriculum & Instruction
-or-
Richard James
Department of Guidance & Personnel Services
Memphis State University
Memphis, Tennessee 38152
(901) 454-2338

PROJ University of Houston and Houston (TX) Independent School District Teacher Corps Project

DESC 1. Field Experience Programs
2. Inservice Education
3. Teacher Education

AUDS Teachers, teacher educators, and school administrators; elementary and secondary schools and teacher/inservice staff development programs.

INOV A program to support first-year teachers through a university and district support team.

The following services would be provided to first-year teachers through a university and school district support team: 1) a one-year program of support from a university-based clinical professor and a school district "buddy" teacher who is from the first-year teacher's school; 2) the opportunity to receive video-tape feedback twice a month based on needs identified by the teacher; 3) a monthly three-hour seminar in which first-year teachers could discuss their concerns and learn additional skills in classroom and time management, self-assessment, and generic instructional strategies; and 4) a program which would focus on the entry into the profession of teaching.

EFFT Program in developmental stages; it has been approved by the IHE and LEA and is scheduled to be implemented during the fall, 1980 semester.

IMPL The program can be adopted by an entire school district or by one teacher; by the entire college of education or one professor. Participation can be voluntary or mandated; compensation can be intrinsic and/or extrinsic (e.g., teachers and professors paid for their time, released time allocated by institutions, graduate credit offered, etc.).

COST Variable, depending on program specifics.

SERV Training materials and workshops may be available from project personnel; availability and cost not yet determined.

CALL H. Jerome Freiberg
Director, Teacher Corps
University of Houston
College of Education
445 Farish Hall
Houston, Texas 77004
(713) 749-3910

PROJ Texas Tech University and Lubbock Independent School District Teacher Corps Project

DESC
1. Teacher Education
2. Inservice Education
3. Staff Improvement
4. Adoption (Ideas)
5. Program Development

AUDS Teachers, aides, and community persons; inservice and staff development programs.

INOV An intensive, concentrated professional development training session designed to provide content information utilizing a learning center approach.

The Professional Development Center (PDC) is a two- or three-day training program which utilizes a learning center approach for presenting participants with specific content information in a given area. PDC topics are determined from information gathered from project school faculties through a needs assessment conducted at each school. A popular feature of the PDC is the teacher exchange program in which college professors exchange classes with teachers who are participating in the PDC. This program not only enables teachers to receive training, but gives college professors the opportunity to experience firsthand what is involved in teaching in the public schools. After the training session, PDC participants synthesize information gained and plan how they can initiate classroom activities using what they have learned with the support and help of Teacher Corps personnel.

EFFT PDC sessions have been conducted in October and January with the third session scheduled for April; evaluations indicate participants feel the training is extremely effective and beneficial. Levels of use interviews indicate that "transfer" of PDC content is taking place.

IMPL The PDC can be adopted by a school district or by a university. A professional staff person is needed to coordinate the PDC. Other requirements include a department to house the PDC, instructional materials and audio-visual equipment. It is recommended that a needs assessment of the target audience be conducted to identify desired areas of training.

COST Major expenses involved in implementing a PDC include the salary of the PDC staff and instructional materials. It is recommended that equipment for the PDC first be obtained on a loan basis from sources such as the school district, university or educational center, and gradually be purchased later.

SERV All PDC materials are available at reproduction cost. Staff persons are willing to travel and serve as consultants and are available to work with persons who wish to make an on-site visit to observe the PDC.

CALL Linda McDonald
Director, Teacher Corps
Texas Tech University
P. O. Box 4560
Lubbock, Texas 79409
(806) 742-2307
-or-
Linda O'Neil

PROJ Texas Tech University and Lubbock Independent School District
Teacher Corps Project

DESC 1. Community Education
2. Field Experience Programs
3. Program Development

AUDS Staff working with community, parents, community members, students, and preschool children.

INOV A process for collaboratively developing a community education plan based on identified needs and goals.

The process used for developing this community education plan began with the elected community council members identifying what they believed to be areas of community concern and interest. This group worked with project staff to develop the questionnaire to be used in a community concerns survey. The survey was administered to a random stratified sample of the community, members of the community council, and the faculties of the project schools. Results from this survey were used to plan the various phases of the community education plan. This plan includes a school volunteer program, evening seminars for adults and children, a neighborhood analysis exercise to gather information needed to develop a communications system within the school area, and a parent tutoring project.

EFFT Field testing during spring, 1980. The number of persons participating is greater than expected and indicates that the program is offering what the community desires. Formal evaluations conducted thus far indicate participants feel the program is beneficial and that they will continue to participate.

IMPL In order to develop a similar community education plan, it is necessary to conduct a community concerns survey. A staff person is needed to work with the community council to coordinate the development and implementation of the plan. Also, suitable facilities must be available to house community education activities.

COST The major expenses of developing and implementing a community education plan include the cost of conducting a community concerns survey and the salary of staff. Additional expenses are those related to program implementation, including printing and honorariums for instruction.

SERV All materials are available at reproduction cost. Staff persons are willing to travel and serve as consultants and are available to work with persons who wish to make an on-site visit to observe this community education plan in operation.

CALL Linda McDonald -or- Claire Nussbaum
Director, Teachers Corp
College of Education
Texas Tech University
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Lubbock, Texas 79409
(806) 742-2307

PROJ Trinity College (Washington, D.C.) and Arlington (VA) Public Schools Teacher Corps Project

DESC 1. Community Education
2. Cross-cultural Training
3. Diffusion

AUDS Nonnative parents; recent immigrants...

INOV Adult education classes in English language skills, knowledge of community services, and knowledge of school programs.

Projected product: adult education course of study.

EFFT No evidence

IMPL Not applicable.

COST Not applicable.

SERV Not applicable.

CALL Tae Shon
Arlington/Trinity Teacher Corps
200 South Carlin Springs Road
Arlington, Virginia 22204
(703) 820-0902

PROJ Trinity College (Washington, D.C.) and Arlington (VA) Public Schools Teacher Corps Project

DESC 1. Cross-cultural Training
2. Inservice Education
3. Educational Environment
4. Diagnostic Teaching

AUDS Health/Physical education teachers, secondary levels; ESOL/HILT English as second language instructors.

INOV High-intensity language training laboratory guide.

This is a course of study for teachers preparing nonnative speakers for the mainstream, consisting of a speaking-writing guide.

EFFT Workshop given in summer 1979 for high school P.E. teachers and ESOL teachers. High degree of usefulness indicated by participants. Used by other programs outside Teacher Corps Project.

IMPL Can be adopted for use at high school or junior high levels where there are staffs from ESOL and physical education

COST Program guides: $10.00 each.

SERV Training workshops negotiable; limited training needed.

CALL Terry Bratt
Arlington/Trinity Teacher Corps
200 South Carlin Springs Road
Arlington, Virginia 22204
(703) 820-0902

PROJ Trinity College (Washington, D.C.) and Arlington (VA) Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Inservice Education
3. Cross-cultural Training
4. Diagnostic Teaching

AUDS Educational personnel; staff at all levels who have contact with nonnative students.

INOV Course of study in educational backgrounds of students and how culture affects classroom behavior.

EFFT Successful field-based testing for one year adoption by county as resource adapted by project school as all-school inservice experience.

IMPL Applicable where there are large concentrations of Vietnamese, Hispanic and Korean communities. Syllabus available; presenters must be bicultural.

COST Syllabus free. Local resources available on travel/per diem basis.

SERV Negotiable.

CALL Dao Thi Hoi
Arlington/Trinity Teacher Corps
200 South Carlin Springs Road
Arlington, Virginia 22204
(703) 820-0902

PROJ Trinity College (Washington, D.C.) and Arlington (VA) Public Schools Teacher Corps Project

DESC
1. Cross-cultural Training
2. Inservice Education
3. Community Education
4. Decision Making

AUDS Parents, teachers, and students in project community.

INOV Six-minute slide-tape on Arlington Trinity project.

The slide-tape demonstrates a collaborative planning process around education that is multicultural; there are available translations in four languages: English, Spanish, Korean, Vietnamese.

EFFT Utilized at the National Dissemination Conference, Regional Network Directors' meeting, Network Community Chairpersons' workshop, local board of education, county-wide administrators' meeting, and local schools.

IMPL Content limited to local project process of involvement (generalizable to all Teacher Corps projects).

COST $25.00 for duplicate slides and narration.

SERV Loan negotiable at no cost.

CALL Bill Plitt
Director, Teacher Corps
200 South Carlin Springs Road
Arlington, Virginia 22204
(703) 820-0902

PROJ Western Washington University (Bellingham) and Arlington School District Teacher Corps Project

DESC 1. Governance
2. Teacher Education
3. Adoption (Ideas)

AUDS IHEs - particularly in the State of Washington.

INOV A professional education advisory board.

A governance system for Teacher Education at Western Washington University. The advisory board has representation from the Target School, another LEA, the university, state professional organization and the SEA.

EFFT Presently being implemented at Western Washington University.

IMPL An advisory committee comprised of varying segments of professional education.

COST Costs are related to meeting time and auto travel.

SERV Information, including by-laws of the Professional Education Advisory Committee, may be provided to potential adopters.

CALL Herbert Hite
Director, Teacher Corps
Western Washington University
Bellingham, Washington 98225
(206) 676-3313

PROJ Western Washington University (Bellingham) and Arlington School District Teacher Corps Project

DESC 1. Inservice Education
2. Staff Development
3. Decision making

AUDS IHEs (teacher educators), LEAs (teachers), and administrators (IHE & LEA)

INOV Faculty internship.

A systematic plan for IHE faculty working with LEA target school teachers; teaching classes, collaborating with teachers, and developing inservice strategies.

EFFT Presently implemented and being continued.

IMPL Collaboration between selected constituencies at the IHE and LEA.

COST Approximately 1/2 FTE (negotiable).

SERV Information (case studies) will be provided to potential adopters.

CALL Herbert Hite
Director, Teacher Corps
Western Washington University
Bellingham, Washington 98225
(206) 676-3313

PROJ Western Washington University (Bellingham) and Arlington School District Teacher Corps Project

DESC 1. Field Experience Programs
2. Preservice Education
3. Program Development

AUDS Beginning teachers, interns, IHEs in the State of Washington, and Washington SEA

INOV Advisory Committee for Continuing Certification for Teachers (State of Washington).

A process for a state-wide committee to advise the Western Washington University Teacher Corps project on the development of five new courses for beginning teachers. The statewide committee will develop, monitor, and evaluate five new courses for Teacher Corps interns. Teacher Corps interns at another location will replicate course.

EFFT Presently being implemented by the Teacher Corps project at Western Washington University.

IMPL Formation of a state-wide advisory committee

COST Dependent on local needs.

SERV Information, including course syllabi, may be provided to potential adopters.

CALL Herbert Hite
Director, Teacher Corps
Western Washington University
Bellingham, Washington 98225
(206) 676-3313

PROJ Western Washington University (Bellingham) and Arlington School District Teacher Corps Project

DESC 1. Inservice Education
2. Program Development
3. Staff Improvement

AUDS Teachers, teacher educators and school administrators; teacher inservice/staff development programs and Teacher Corps projects.

INOV A four-volume structured and comprehensive planning guide for inservice education.

EFFT The "Planning for Inservice" has been used by Teacher Corps projects and other schools and has been revised for greater utility.

IMPL "Planning for Inservice" may be used by a school, a district, or any group of educators initiating an inservice program.

COST The four-volume "Planning for Inservice" is available in limited supply.

SERV An adopter may select the number of training sessions for use. Each volume is self-explanatory.

CALL Herbert Hite
Director, Teacher Corps
Western Washington University
Bellingham, Washington 98225
(206) 676-3313

PROJ Washington State University (Pullman) and Pasco School District Teacher Corps Project

DESC 1. Decision Making
2. Adoption (Ideas)
3. Inservice Education

AUDS Teacher Corps projects, Teacher Center projects, and SEAs.

INOV The Committee for Teacher Corps and Teacher Center Cooperation in the State of Washington.

EFFT The committee has developed a governance structure, sharing strategies, planning strategies, dissemination acitivities and mutual support activities.

IMPL The committee system can be replicated by other Teacher Corps/ Teacher Center projects.

COST Limited to travel costs and meeting time.

SERV Information can be made available to potential adopters.

CALL Dr. Thomas Ruff
Director, Teacher Corps
Washington State University
Department of Education
Pullman, Washington 99164
(509) 335-4163 or 5023

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charleston) Teacher Corps Project

DESC 1. Community Education
2. Low Income Groups
3. Demonstrations

AUDS Community groups, service agencies, civic groups, and school personnel.

INOV Networking for interagency collaboration.

A model plan is being developed to bring community agencies, civic groups, and interested citizens together with school personnel to coordinate services to youth and their families in low income areas. A youth services council of agencies has been established in the Kanawha Valley with Teacher Corps as one of 20 community groups dedicated to promoting advocacy programs for youth. Examples of other organizations are Family Services, the Welfare Department, the Department of Mental Health, Home for Runaways, the court system, and Keep A Child In School Program. Through networking duplication of services is avoided, community workshops are coordinated, and the schools are better informed of agency and community services available to youth and their families.

EFFT Networking of agencies and the school system is in operation in the Kanawha Valley of West Virginia. Monthly meetings are held through the Kanawha Youth Services Council, a part of the greater community council. Reports of networking activities and accomplishments are on file. A Satellite Conference was prepared and documented by Teacher Corps with nine other Teacher Corps projects. Fifteen agencies and ten school representatives participated from the Kanawha County Project.

IMPL 1) Designate a person to contact all community agencies to obtain commitment to networking; 2) contact key persons in school system to participate; 3) establish regular meeting dates; 4) survey needs of a target area; 5) determine objectives; 6) implement program.

COST A person to coordinate networking may be a volunteer or may come from an agency with no cost. Ideally, a person could be cooperatively hired (each agency plus school system putting in money for a coordinator and a secretary). Estimate $14,000 for a coordinator, and $5,000 for a secretary.

SERV A book on networking, documentation of satellite conference, a directory of community agencies, and a video-tape on services of community agencies.

CALL Kathryn Maddox
Director, Kanawha County Schools/
West Virginia University Teacher Corps
200 Elizabeth Street
Charleston, West Virginia 25311
(304) 345-1517

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC 1. Educational Environment
2. Demonstrations
3. Teacher Education

AUDS Students, 1-12, and teachers (all levels and disciplines).

INOV Microcomputers in the classroom.

This is an innovation which can be used to provide remediation in basic skills in the media center. Microcomputers can also be used to motivate all students regardless of ability level. We have a graduate class for teachers and administrators in "An Introduction to Microcomputers' Use in the Classroom." A second follow-up course will be developed and offered next summer entitled "Microcomputer Programming." Software programs have been developed in mathematics, in music, and in science. There is very little instructional software available on the market, so our project is developing instructional programs mostly in mathematics remediation. We are using the Ohio Scientific Instrument (OSI) machines and have capabilities of programming on cassettes or floppy disks. Ten one-hour video tapes are being developed by the project on "Use of Microcomputers in the Home and in the School." The ten tapes can be used as the first segment of a graduate course or can be aired on educational television. They are being produced in a television studio and will be of excellent quality.

EFFT Our project designed a mathematics research study for high school general mathematics in which 70 students spent 20 minutes three times per week using microcomputers for mathematics reinforcement of basic skills. The data is presently being analyzed, but first approximations are that significant gains have been made by students using micros. Our ten video tapes will be available in the spring of 1981. Other evidence of effectiveness is in observations of teachers' abilities to use micros and to do programming.

IMPL It would be necessary for a project to have access to one or more microcomputers. Microcomputers may be based at or purchased by a school system, may be borrowed or "field tested" from local computer company, or may be borrowed from industry.

COST Microcomputers range from $700 - $5,000 by lease or by purchase, depending on the level of sophistication and capability desired by the user.

SERV Available products: a syllabus of microcomputer course, software programs on basic mathematics, and other software programs (presently being developed). Visitors welcome to project site schools: Roosevelt Junior High and Stonewall Jackson High. Ten video training tapes on microcomputers to be available for a nominal fee for reproducing.

CALL Kathryn Maddox
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200 Elizabeth Street
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-or-

Maurene Miller
(304) 345-1517

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC 1. Educational Environment
2. Demonstrations
3. Diffusion

AUDS Students, 7-12; administrators; and teachers (all levels).

INOV An alternative inschool suspension program is being piloted in Roosevelt Junior High School and Stonewall Jackson High School, two Teacher Corps project sites. Instead of suspending students from school for excessive absences, discipline problems, incorrigibility or other reasons, the program provides an alternative called the "Alternative Learning Center" (ALC). The student, his/her parents and the vice-principal have a conference regarding the seriousness of the offence and all three sign a commitment of understanding. The student is placed in the Alternative Learning Center for five days. During this time, the student loses all his privileges to participate in school functions or to socialize with other students during the school day. There are no more than seven students in the ALC at a time. Teachers send an assignment to the Alternative Learning Center teacher for each student area. Therefore, instead of getting further behind in his studies, the student, while in the Alternative Learning Center, completes his work and has time to reflect upon the reasons he is in the center and to develop a personal improvement plan for the future.

EFFT The Alternative Learning Center (inschool suspension) has been expanded to seven other junior and senior highs in the county. Data is collected and an annual report of the effectiveness of the Alternative Learning Center is sent to the Kanawha County Board of Education for their review.

IMPL A full-time teacher must be assigned to manage the Alternative Learning Center, or rotating teachers (different teacher each period) to insure effectiveness of the program.

COST Cost will be determined by the school system in implementing the program. A full-time teacher's salary will be necessary, or it may be possible to reassign present staff of a school in order to implement the program.

SERV Visitors welcome.
Report prepared by the Teacher Corps project describing the operation of the Alternative Learning Center and summary of data.

CALL Kathryn Maddox
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West Virginia University Teacher Corps
200 Elizabeth Street
Charleston, West Virginia 25311
(304) 345-1517

-or- Marsha Carey

-or- James Dillinger
(304) 345-1517, 1370

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC 1. Educational Environment
2. Staff Improvement
3. Community
4. Inservice Education

AUDS Teachers, aides, parents, students as peer tutors, and community groups.

INOV A variety of tutoring programs and training programs are in operation in the project: community volunteers tutoring in a community recreation center, peer tutors in classes and in the media center and in the community. The feature most helpful to others would probably be the thirty-minute video training tape being produced by the project. This tape will be in color, will be animated and will be appropriate for community volunteers, teachers, and students. The main focus will be how to recruit, train, and use tutors effectively in the classroom. A handbook is also being prepared for teachers which will accompany the video training tape. A second 30-minute video training tape will be developed to help teachers or volunteers to improve their communication skills. It is entitled "Communication Critters." The video tapes will be studio produced and will be shown on educational television on WMUL station in Charleston.

EFFT The video training tapes will be available for project schools and for community agencies, for other schools in the county, in the state and out of state. An evaluation will be made each time the tape is used. Data will be made public.

IMPL In order to successfully implement tutoring programs, a coordinator of tutorial services should be designated. Recruitment procedure and training programs should be established for the tutor and for the teacher. Coordination and communication with community agencies are extremely important. The program can be implemented with no money and additional personnel but would take great commitment of volunteers.

COST No money necessarily. Tutors may receive a stipend for training if it is so desired. Also, the trainers either may be volunteers or may receive a stipend. The video-tapes will be available for other projects in 1981 for a small reproduction fee.

SERV Three video training tapes will be available in 1981. Booklet to accompany the tapes wil be available in 1981. Visitors are welcome.

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200 Elizabeth Street
Charleston, West Virginia 25311
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-or-

Maurene Miller
Kanawha Board of Education
200 Elizabeth Street
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(304) 345-1370

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC 1. Staff Improvement
2. Diagnostic Teaching
3. Inservice Education

AUDS Students grades, 7-12, and postsecondary; teachers and administrators.

INOV Minimal competency tests to be given at the 10th grade level are being implemented in the Kanawha County school system in order to determine areas of basic skill deficiences. Students may retake portions of the test they failed in the 11th and 12th grades. The competency test results are recorded on the diploma but do not prevent a student from graduating. Through Teacher Corps and Title II Basic Skills, a remedial diagnostic/prescriptive math lab is being implemented in both Roosevelt Junior High and Stonewall Jackson High Schools. The laboratory will be used not only for teaching students, but also for training teachers of math, aides, parents, and volunteers. Remedial instructional materials will be developed by teachers and a variety of manipulative mathematics devices will be used in instruction. A variety of teaching techniques will be demonstrated and analyzed in the training programs.

EFFT Student achievement will be measured for students participating in the diagnostic/prescriptive program. The instruments will be the Comprehensive Test of Basic Skills (CTBS) and the Kanawha County Basic Computational Skills (BC) tests. Observation instruments will be used to record teaching styles and teacher effectiveness prior to training. Relationship of teacher training and student achievement will be attempted to be measured.

IMPL Space for a diagnostic/prescriptive secondary math laboratory. Willingness and commitment of staff and administrators. Some scheduling adjustments in order to implement the laboratory with no additional staff. Remedial materials.

COST Kanawha County Remedial Mathematics in basic skills are available in four notebooks: 1) addition and subtraction, 2) multiplication and division, 3) decimals and fractions. Skills are sequenced and criterion-referenced tests are available for each level.

SERV Visitors welcome. Materials are available. Training workshops available upon request.

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200 Elizabeth Street
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(304) 345-1517

-or-

Eleanore Sankowski
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200 Elizabeth Street
Charleston, West Virginia 25311
(304) 345-1517

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC
1. Cross-cultural Studies
2. Educational Environment
3. Low Income Groups
4. Community
5. Inservice Education

AUDS Teachers, administrators, and community.

INOV Black Appalachian Culture Study.

Because little information is available on Appalachian culture, particularly Black Appalachian Culture, the Kanawha County Schools/ West Virginia University Teacher Corps Projects is surveying the literature, doing ethnographic studies, coordinating interviews, and gathering all available information on this topic. A thirty minute video-tape, in color, will be produced on "Black Appalanchian Culture." Music, dance, the arts, literature, and history will be addressed in the production. A number of community organizations, as well as resource staff from West Virginia State College and West Virginia University along with Teacher Corps staff, will be involved in this extravaganza. The video-tape may be useful in graduate courses and also applicable to secondary school students, inservice teacher training, and community and civic groups. It will be shown on WMUL Educational Television in Charleston, West Virginia, and will be available to other projects. The tape will be produced in 1981 and will be available to other projects in the spring of 1982.

EFFT Will be measured by the use of the video tape and by the number of requests from other school systems, other colleges and other projects.

IMPL In order to show the video tape, other projects would need access to a 3/4 inch video cassette recorder and a monitor.

COST A small cost for reproducing the tapes (cost of tape approximately $20.00) and technician's time (approximately $10); total cost $30.00.

SERV A syllabus on a graduate class extending a full year on "Education that is Multicultural." A survey instrument on multicultural awareness which may be given on a pre- and posttest basis to accompany the graduate class.

CALL

Kathryn Maddox
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West Virginia University Teacher Corps
200 Elizabeth Street
Charleston, West Virginia 25311
(304) 345-1517
(FOR TAPE)

-or-

Sandy DeCosta
Department of Human Resources
and Education
West Virginia University
Morgantown, West Virginia 26506
(304) 293-3441
(FOR SYLLABUS AND SURVEY INSTRUMENT)

PROJ West Virginia University (Morgantown) and Kanawha County Public Schools (Charlestown) Teacher Corps Project

DESC 1. Educational Environment
2. Diagnostic Teaching
3. Staff Improvement

AUDS Secondary students and administrators.

INOV Cabell Youth Advocacy Center.

School systems are constantly looking for alternative programs for students who (for behavior or other reasons) cannot "make it" in a normal classroom setting. The Cabell Youth Advocacy Center, through the Teacher Corps, has such an alternative program. To qualify for the program, students may be referred by parents, teachers, counselors, probation officers, or the Office of Exceptional Children. These students have severe behavioral problems. Students may have been incarcerated, on probation, or suspended from several (usually three) schools. The program aids the students in developing positive self-images and in obtaining reentrance into their home schools, by providing individual instruction, career awareness, vocational interest exploration, and work experience. Cabell Youth Advocacy Center is an alternative school within the school system. It serves students throughout the county.

EFFT Test results show a two to six grade level increase in one year. After vocational counseling, students complete a vocational program and are gainfully employed. Students who graduate or complete GED have gone to college, business training, nurses training, etc. Others have returned to home school, or have become successful in vocational areas. Follow-up continues after schooling (four to five years) until student is settled into training, business, etc.

IMPL Need a faculty who will: 1) be understanding and firm, 2) accept students with problems, 3) be willing to individualize study and counseling, 4) realize this is not a traditional school setting.

COST Faculty salary and materials for individualizing the program. (Cabell receives $960 for the Credit Program and $100 for the Alternative Program in addition to faculty salaries.)

SERV Visitors welcome.

CALL Kathryn Maddox
Director, Kanawha County Schools/
West Virginia University Teacher Corps
200 Elizabeth Street
Charleston, West Virginia 25311
(304) 345-1517

PROJ University of Wisconsin at Oshkosh and Berlin Area Public Schools Teacher Corps Project

DESC 1. Community Education
2. Cross-cultural Studies
3. Low Income Groups

AUDS Community, migrants, LEA, IHE, and interns

INOV Summer fiesta.

This activity, sponsored and directed by the Berlin/University of Wisconsin Oshkosh Teacher Corps Project, was the culminating activity of the Summer Migrant Title I Project in Berlin. The fiesta was sponsored as a community activity, and both the Anglo and Mexican populations turned out en masse. Authentic Mexican food was prepared by a Mexican cook, and Mexican music and dancing were continuous throughout the evening. A highlight of the evening was the breaking of four pinatas (made by the interns under the direction of a UW-O art instructor) by Anglo and Mexican children. Bus transportation was provided to and from the migrant camps.

EFFT Attendance by both the Anglo and Mexican communities attested to the success of the activity. A testimonial by a spokesperson from the migrant population at the close of the fiesta was an overwhelming indicator of success.

IMPL Requires coordination of all elements of the fiesta; i.e., place, publicity, food, music, activities, etc. Coordination with the migrant camps is also required.

COST Total cost of the fiesta was $500.00

SERV The project can provide cost breakdowns and consultant help, as desired.

CALL Russell Kaping
Berlin Public Schools
344 Broadway Street
Berlin, Wisconsin 54923
(414) 361-4103

PROJ University of Wisconsin at Oshkosh and Berlin Area Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Teacher Improvement
3. Educational Environment

AUDS Elementary teachers.

INOV Brown bag seminars.

The Brown bag seminars are informal inservice activities provided for a building staff during the noon hour. University and school system personnel present in topics relevant to teacher needs a relaxed atmosphere a Thus far presentations have included art techniques, classroom management, T.E.T. orientations, and multicultural awareness. Teachers are provided a salad bar lunch as they participate in these inservice sessions.

EFFT The above presentations have been made at all elementary schools. Attendance at all sessions was 100%. Feedback received was positive, both in process and substance. Thus far, the presentors have been university staff. As a result of their presentations, they have been invited into the classrooms by some of the teachers to coteach lessons. In future sessions, teachers will be encouraged to participate as presentors.

IMPL The activity can be adopted by a single building or an entire system. Attempts at the middle school and senior high school were not successful due to the variability of lunch hours for the teaching staff. A person is needed to coordinate efforts of presentors and school staff.

COST Cost is minimal. A consultant fee to the presentor is desirable and may be necessary. Cost of the salad bar is minimal, although it depends on the size of staff participating at a given lesson.

SERV Minimal assistance is necessary, but the project can provide help in planning and implementing such a project. Demonstration of brown bag seminar program is available upon request.

CALL Russell Kaping
Berlin Public Schools
344 Broadway Street
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PROJ University of Wisconsin at Oshkosh and Berlin Area Public Schools Teacher Corps Project

DESC 1. Educational Environment
2. Low Income Groups
3. Cross-cultural Training

AUDS Community Council, LEA summer staff, and IHE summer staff.

INOV Adolescent migrant summer evening program

The purpose of this program, which is being planned for summer, 1980, is to provide semistructured educational and leisure activities for adolescent migrants who work in the fields during the day. It is anticipated that the program will function two evenings per week during the eight-week summer school program. Round trip transportation from migrant camps to LEA and/or IHE sites will be provided, depending on the needs of the activities. Alternative activities will be provided, such as art and ceramics, film and television production, basketball clinics, swimming, ESL. University, LEA and community expertise will be tapped to provide direction for the activities.

EFFT None - still in planning stage.

IMPL Coordination, activity expertise, facilities, and transporation. All are required for implementation.

COST No definite cost figures are available. Anticipated are costs for transportation, consultant fees, and some materials and supplies.

SERV After summer, 1980, this Teacher Corps project will be able to provide information on successes, failures, strategies, etc.

CALL Richard R. Hammes
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(414) 424-1124

-or-

Mary Madden
Community Council
Berlin, Wisconsin 54923
(414) 361-4103

PROJ University of Wisconsin at Oshkosh and Berlin Area Public Schools Teacher Corps Project

DESC 1. Inservice Education
2. Staff Improvement
3. Educational Environment

AUDS Elementary staff.

INOV Training of elementary teachers as counselor facilitators

The purpose of this project is to help elementary teachers become more sensitive to the affective needs of children. Teachers develop counseling facilitative skills for use in individual and small group settings. A counselor "trainer" works with a teacher in a classroom, demonstrating affective small group techniques, and eventually has the teacher involved as a cofacilitator. Ideally, the trainer works with the teacher in the classroom weekly and meets the teacher prior to the session to discuss objectives and techniques; and after the session to critique the process.

EFFT Positive feedback from most elementary teachers; positive feedback from parents and students. (This project has only been implemented for one semester thus far.) The guidance counselor and trainer have been asked to present the model at the state counselor-intern conference in February, 1980.

IMPL The unit of adoption can be an elementary building or an entire elementary system. Needed for adoption is a counselor "trainer" who has developed or can develop a positive rapport with elementary teachers so as not to appear as a threat in the classroom. Teachers' participation should be voluntary.

COST A counselor "trainer," certified as a counselor, should be available for this purpose. Whether or not an additional staff person is required is dependent on the staffing pattern of the system and the number of teachers/buildings to be provided services. Materials for the implementation of the model are desirable.

SERV While the project is not funded to provide technical assistance, the project can provide reasonable consultative, training, and demonstration assistance under the fourth outcome of Teacher Corps. Materials can be provided at cost.

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-or-
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